

Course Outline

COURSE:	LAWS 4903A – Academia and Activism: Seminar in Advanced Human Rights Advocacy
TERM:	FALL 2018
PREREQUISITES:	LAWS 1000, 2105,
CLASS:	Day & Time: Wednesdays, 2.30-5.30 Room: Discovery Center. Please check with Carleton Central for current room location
INSTRUCTOR:	Dr. Adrian
CONTACT:	Office: Loeb C-465 Office Hrs: Wednesday 10-12 (from Sept. 12-Dec. 5) Telephone: 613-520-2600 x. 2085 Email: melanie.adrian@carleton.ca

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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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) www.carleton.ca/pmc

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 Plagiarism includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source.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.

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: 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: students.carleton.ca/course-outline

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

This course asks how can one be, if at all, an academic and activist? Are these two endeavors not contradictory? Are there tensions inherent in pursuing both? Is there such a thing as 'fact' in the social sciences? Or is all knowledge socially constructed and historically bound? In order to examine these questions, we will consider the idea of fact through pertinent theory and relevant case studies while pursuing our own advocacy program.

The course will begin with the case study of Jewher Ilham, a young Uyghur who fought to save her father from Chinese persecution due to his writing and faith. The following two classes will splice advocacy and activism and relate these to theory in the social sciences that takes up the ideas of objectivity, truth and positionality. We will learn about the idea of positionality and the importance of perspective. We will apply this knowledge to the case of Rigoberta Menchú and introduce the ideas of historical truth and the politics of memory. Lastly, the class will bring together these strands of investigation to apply them to the issue of academic freedom.

Importantly, this class will approach these topics through participation in a semester-long advocacy project. The class will take on the case of two scholars **currently** facing persecution, discrimination and/or harassment. Students will work directly on research in relation to this person's case. We will work with an organization called [Scholars at Risk](http://scholarsatrisk.org) (which protects and advocates for academics who have been threatened, fired, arrested, imprisoned or tortured based on their research and activism). Students will work in groups to generate reports on the history and status of at-risk individuals and contribute to advocacy on their behalf.

Please note: This class *requires a commitment* to show up and to actively and thoughtfully participate. We will be working on projects that have real world outcomes and have immediate effects on the lives of threatened scholars. Students will be conducting research work associated with **active and ongoing human rights violations**.

Learning Outcomes

1. Identifying, describing and explaining different positions/perspectives on the value and impact of human rights as a framework for action through reading and analyzing a variety of texts;
2. Engaging in and critically reflecting on work related to human rights protection or promotion;

3. Analyzing competing arguments and arrive at own informed conclusions;
4. Experience of up to two months working on a real-world case with a reputable NGO;
5. Conducting own empirical research;
6. Team-building and team work; advocacy group work;
7. Presenting and leading discussions;
8. Producing a collaborative report on your advocacy that may be used for further activities by the NGO.

Working with Scholars at Risk

What is Scholars at Risk?

The Scholars at Risk (SAR) network works to protect researchers and academics across the world who have been targeted by their governments for their political opinions and research outcomes. The SAR network uses a range of advocacy and human rights protection tools to raise awareness of these violations and find ways to protect targeted individuals. See www.scholarsatrisk.org and <https://vimeo.com/scholarsatrisk>

What will you do with SAR?

You will work with SAR on a case of attacks and intimidation of two researchers. In class session 2, students will be divided into 2 groups that will work with the two scholars. During the remainder of the course, you will design the strategy for advocating on this case and then put your strategy into action. The coursework you submit will reflect your learning and assessment of your work on this advocacy case. See <https://www.scholarsatrisk.org/actions/student-advocacy-seminars>

How will you do this?

You will undertake advocacy strategizing and action as part of a group. You will be expected to work with the group in addition to the seminar sessions to design the strategy for advocacy and to put it into action. Please note that your assessed coursework will consist of both individual submissions and group submissions.

What will SAR gain?

You will provide an important support to SAR by way of your advocacy on a real-world project. You will be assisting real people in situations of threat.

What help will you get?

SAR will be an important piece of this course. They will be skyped in three times during the semester to help guide the class on the principles of advocacy and some of the theoretical issues at stake. You will receive training on how to follow the case, conduct advocacy, and write reports. You will also benefit from contact with and feedback from SAR on your advocacy activities and training.

REQUIRED TEXTS

Book Available for Purchase at Octopus Books:

1. Barton, Ashley and Adam Braver, eds. 2015. *Jewher Ilham: A Uyghur's Fight to Free Her Father*. New Orleans: UNO Press.

Where to buy the texts? 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**.

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

My philosophy on ordering texts: I am keenly aware that most of us are on tight budgets. Thus, if we will use less than 3 chapters of a book, I do not order it for you to purchase. Please read through the syllabus and if there are texts that

you feel would be good to have, please go to Octopus books. I have placed all books on reserve for you at the library and made the articles available through our class website on CUlearn or Ares.

SUPPLEMENTARY TEXTS

Books that you can find on various websites and that we'll have on reserve for you in the library:

1. Menchú, Rigoberta. 2010. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Verso Press. 2nd ed.
2. Arturo Arias ed. 2001. *Rigoberta Menchú Controversy*. Minneapolis: University of Minnesota Press.
3. Jo Becker. 2013. *Campaigning for Justice: Human Rights Advocacy in Practice*. California: Stanford University Press.

EVALUATION

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) Reading Response (30%): Each student will be responsible for submitting one reading response during the semester. A reading response summarizes one of the theoretical readings in 250-500 words and gives a 500-word analysis of the reading. (Students cannot write a response on a guide or handbook – it must be a theoretical piece). The analysis should put the reading into context with the other readings and cross fertilize the content. **Reading responses will be uploaded to course website at the latest at midnight TWO DAYS PRIOR to the class.** Five percent will be deducted for each hour the assignment is late. Each student will provide a short summary of their response at the beginning of the class. See grading rubric for more information.

2) Advocacy Activities (20%): Each group of students will design a series of advocacy activities to bring the plight of a scholar at risk to the public. Grades will be based on the quality (appropriateness & variety, design, accuracy) and impact (how many people reached) of the activity. Assessment for this component of the course is based on all of the advocacy activities organized. Grade is for the group not the individual.

3) The “Case for your Grade” Paper (20%): Students will be responsible for keeping a journal that tracks the research they are doing on the capstone project and advocacy initiatives. Students will track the sources they found and investigated. Each of the 7 entries (week 4 - week 11) will include a short analysis of the sources and research methodologies. Additionally, students will be asked to include a self-evaluation that critically assesses their contributions in the class. **Due at the beginning of class on Dec. 5.**

4) Capstone Project (30%): Students will work in groups to research and prepare a report on the scholar at risk. Examples will be provided in class.

5) Class Contributions (10%): This grade is partly about putting up your hand and speaking up in class. It is also about supporting other students in their learning, eagerly contributing during activities, taking a leadership role, suggesting an additional reading or poem, movie, piece of art, that speaks to our discussions. Overall, this grade is about taking your education seriously, and thoughtfully extending that concern to others. Please note that this is a class about advocacy that *requires your active participation and presence*.

In accordance with the [Carleton University Undergraduate Calendar](#), 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

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.

Technology Policy: This class will be a technology free zone for at least the first 1.5 hours. This means that you will be taking notes by hand, so please bring paper and a pen. Please put your cell phones, watches and computers away while in class.

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.

This is the real world. While working on this project is credit-bearing, it is essential that this work be seen both as a class and as a working project, where the outcomes of your daily efforts have potentially important and lasting impacts on an individual in need. Any student in the course must be comfortable advocating on behalf of the subject, and understand that they have accepted responsibility for the fate of a living person.

Working outside the classroom. Although we only meet once a week, it is expected that you will be working on your assigned tasks through the balance of the week. Again, we are dealing with real human beings in dire circumstances—they are counting on you and the information you bring as part of their best hope for living a safe life. Because we will be engaged with advocacy work and because we are working with Scholars at Risk, some of the dates in the syllabus will be in flux.

SCHEDULE

(September 5)

Class 1: Introduction to human rights, advocacy, course structure and expectations

This class will give an orientation to the course and introduce students to the theoretical and practical components of the course.

This will be followed by a short discussion on why this course matters.

(September 12)

Class 2: Voices from the frontline – an Introduction to Activism and Academia

This class will take up the case of Jewher Ilham, a young Uyghur who fought to save her father from Chinese persecution due to his writing and faith. We will discuss the case of Mr. Ilham and his family and relate this to the universal human rights standards as laid out in the UDHR and ICCPR.

During this class, students will be split into two working groups. Each group will take on a case of an academic at risk. We will begin brainstorming activist strategies and formulations.

Readings:

- Barton, Ashley and Adam Braver, eds. 2015. *Jewher Ilham: A Uyghur's Fight to Free Her Father*. New Orleans: UNO Press. P.ix-73.
- Hale, Charles R., ed. 2008. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. Berkeley: University of California Press. Foreword, xiii-xxv.
- [Universal Declaration of Human Rights](#)
- [International Convention on Civil and Political Rights](#)
- [International Covenant on Economic, Social and Cultural Rights](#)

(September 19)

Class 3: Activism and Advocacy

This class will take up the difference between advocating for someone or something and being an

activist. Are there important conceptual differences in the way we imagine these ideas? Do they have real world implications? What makes a good activist? Advocate?

*“An **activist** is a person who makes an intentional action to bring about social or political change. Example: Rosa Parks was a civil rights **activist** who challenged racial segregation in 1955 by refusing to give up her seat on a bus for a white man. An **advocate** is one who speaks on behalf of another person or group. **Example:** Angelina Jolie is a United Nations Goodwill Ambassador (UNHCR) who uses her talent and fame to advocate for refugees.”*
Jenn T. Grace, Professional Lesbian

During this class, we will Skype with Prof. Adam Braver from Scholars at Risk. During the session, he will:

- Introduce Scholars at Risk
- Give an introduction to advocacy
- Introduce class deliverables
- Start talking about advocacy platform and roles of each group
- Each group will select one case

Readings:

- Barton, Ashley and Adam Braver, eds. 2015. *Jewher Ilham: A Uyghur’s Fight to Free Her Father*. New Orleans: UNO Press. P.77-133.
- Hale, Charles R., ed. 2008. *Engaging Contradictions: Theory, Politics, and Methods of Activist Scholarship*. Berkeley: University of California Press. Introduction, P1-26. (Available on Ares)
- Read the SAR Student Advocacy Handbook (available on course website)

(September 26)

Class 4: Academia, Activism, and Advocacy (I)

This class will consider the complex interrelationships of activism, advocacy and academia.

During this class we will skype with several students who have taken a similar course in their university:

- Discuss their experiences
- Advise on best practices

Readings:

- Weber, Max, [Politics as a vocation](#)
- Elzinga, Aant. 1975. "Objectivity and Partisanship in Science." *Ethnos* 40, no. 1-4: 406-427. (Available on Ares)

- A Practitioner’s Guide to Human Rights Monitoring Reporting and Advocacy. 2011. *Advocates for Human Rights and US Human Rights Network*. P.2-21; 48-51. (Available on course website or [Download the report here.](#))

(October 3)

Class 5: Academia, Activism, and Advocacy (II)

This class we will further develop and nuance the interrelationships between activism and academia – specifically in regard to the social sciences.

During this class we will skype with Jewher Ilham (4.30 - **confirmed**)

Readings:

- Weber, Max, Science as a vocation (google this to download)
- R.C. Lewontin. 1994. “Sex, Lies and Social Science.” *Measuring American Society*, June/July. P.4-6. (Available on course website)
- Beth A. Simmons. 2009. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge: Cambridge University Press. P.112-155. (On Reserve)

(October 10 – we will be meeting in the Multi-media lab)

Class 6: The idea of ‘facts’

This class will consider the idea of fact. Is there such a thing as ‘fact’ in the social sciences or does it depend on the method, investigator? We will learn about the idea of positionality and the importance of perspective.

During this class we will skype with a SAR Representative who will:

- Discuss and select advocacy roles and platform

Readings:

- Rosling, Hans. 2018. *Factfulness*. New York: Flatiron. Introduction. P.1-18. (Available on Ares)
- Taylor, C. 1985. *Philosophy and the Human Sciences*. Cambridge: New York, Cambridge University Press. P.45-55. (Available on Ares)
- Scheper-Hughes, N. Death. 1992. *Death without Weeping: the Violence of Ordinary Life in Brazil*. Berkeley: University of California Press. Introduction. (Available on Ares)

- Jackson, M. 1989. *Paths Toward a Clearing: Radical Empiricism and Ethnographic Inquiry*. Bloomington: Indiana University Press. Introduction. (Available on Ares)
- Scholars at Risk. “Advocacy Guide: Creating a Successful Action Alert.” (Available [here](#))

(October 17)

Class 7: The case of Rigoberta Menchú

This class will consider the case of Rigoberta Menchú and develop the arguments around positionality, facts and the social sciences.

During the latter half of this class you will have time for guided research.

Sally Sax, Law and Legal Studies Research Librarian will visit - confirmed

Readings:

- Menchú, Rigoberta. 2009. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. Verso Press. 2nd ed. Introduction. P.xi-xxiii; “The Family”; “Life in the Community”; “A maid in the Capital”; “Farewell to the Community: Rigoberta decides to learn Spanish”; “CUC comes out into the open”; “Kidnapping and death of Rigoberta’s mother”; “death”; “Women and political commitment: Rigoberta renounces marriage and motherhood”; “In hiding in the capital: hunted by the army”; “Exile”. (on reserve)

October 24 - Fall break – enjoy the week!

(October 31)

Class 8: Does ‘truth’ exist?

This class will consider the idea of truth from the vantage point of the politics of memory and historical truth as it relates to the case of Rigoberta Menchú.

During the latter half of this class session, you will have time for guided research.

Readings:

- Arturo Arias ed. 2001. *Rigoberta Menchú Controversy*. Minneapolis: University of Minnesota Press.

- *As an introduction*: “Rigoberta Menchú’s History within the Guatemalan Context” P. 3-28.
- *Public reaction*: “Tarnished Laureate” P. 58-65.
- *Scholarly Response*: “Telling Truths: Taking David Stoll and the Rigoberta Menchú Exposé Seriously” P.198-218.
- *Response by David Stoll*: “The Battle of Rigoberta” P.392-410.
- Jo Becker. 2013. *Campaigning for Justice: Human Rights Advocacy in Practice*. California: Stanford University Press. P. 1-10; 77-94.

(November 7)

Class 9: Does Truth Exist?

This class will more closely consider the idea of truth and memory in light of the Trump era. What are social scientists doing, if anything, to contextualize the idea of truth?

During the latter half of this class session, you will have time for guided research.

Possible Movie: Merchants of Doubt

Readings:

- Watch [Anderson Cooper’s Scathing Expose](#) of the lies told by Sarah Sanders, President Trump’s Press Secretary
- [Keane, John. 2018. Post-truth politics and why the antidote isn’t simply “fact checking” and truth. *The Conversation*.](#)
- Oreskes, Naomi, and Erik M. Conway. 2010. *Merchants of Doubt: How a Handful of Scientists Obscured the Truth on Issues from Tobacco Smoke to Global Warming*. New York: Bloomsbury Press. P.1-9; 136-168.
- Jo Becker. 2013. *Campaigning for Justice: Human Rights Advocacy in Practice*. California: Stanford University Press. P.177-196; 197-221.

No Meeting on November 14 – Dr. Adrian presenting research in Denver

(November 21 - we will be meeting in the Multi-media lab)

Class 10: The Idea of Academic Freedom

What is academic freedom? What are the requirements of scholarly research? How is this protected in international law?

During this class, we will be skypeing with experts who are working on the area of the world from which our scholars at risk come.

Readings:

- Read Time Magazine's coverage of [tenure](#). 2008.
- McArdle, Megan. 2010. [Tenure: An Idea whose Time has Gone](#). The Atlantic.
- Scholars at Risk. 2012. *Courage to Think Monologues*. Edited by Robert Quinn et al. New York. (Available on course website)
- Quinn, Robert, and Jesse Levine. 2014. "Intellectual-HRDs and claims for academic freedom under human rights law." *The International Journal of Human Rights* 18:7-8: 898-920. (Available on Ares)

(November 28)

Class 11: The Role of Academic Freedom

This class will consider the interrelationships of academic freedom and democracy and healthy public discourse.

You will also have time for research and activism during the latter half of this class.

Readings:

- Jonathan R. Cole. 2017. Academic Freedom as an Indicator of a Liberal Democracy, *Globalizations*, 14:6, 862-868. (available on course website)
- Scholars at Risk. 2017. *Free to Think 2017*. Ed. by Robert Quinn et al. New York: Scholars at Risk. (Available as PDF on course website)
- Marefka, Michael. ["Beginner's Guide: How to Write a Human Rights Report."](#) *Human Rights Careers Blog*.

(December 5)

Class 12: Final Class Session

During this last class students will present their capstone reports.