
The course is interdisciplinary and doesn’t presume familiarity with international human rights law and institutions. Students will gain familiarity with international human rights institutions; debates about human rights, universalism, and imperialism; Indigenous rights and human rights; human rights and legal subjectivities; and knowledge production about human rights. Case studies focus on the Inter-American human rights system and its response to enforced disappearances and Indigenous land & water rights claims.
Academic Accommodation
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 see the [Student Guide](#).

**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 see the [Student Guide](#).

**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](mailto: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).

In general, if you experience any situation that interferes with your ability to focus on your study, please let me know as soon as you can and we will find a way to reconcile the demands of the course with the extra stress that your experiencing. Just come and talk to me.

**COURSE MATERIAL:**
All materials will be available on cuLearn.
EVALUATION:
- Presentation on class readings: 5%
- Report on a human rights report of your choice: 5%
- Three critical response papers: 15% each (45% combined)
- Research paper: 40%

- Class format: This is a seminar, and we will read texts that are open to a range of interpretations and critiques. Discussions will be essential in allowing us to see and understand some of these interpretations, their background contexts, and their implications.
- In order to focus and facilitate discussion, we will have short class presentations (5 min., worth 5 points). A presentation should not summarize the text. Instead, the presenter has the choice of highlighting some issues in the text that they think are interesting to discuss.

- Report on a human rights report: Please choose a human rights report on an issue of your choice issued by an organization of your choice. Drawing on analytical tools derived from class readings (or other sources you are familiar with), present the key points of a critical analysis of this report (5 min, 5 points). The reports will be presented in class on March 3rd.
- Attendance policy: regular attendance is the key to the success in seminar classes. If you miss three or more classes, you probably have missed so much of the material and class discussion that you should consider withdrawing from the course. If you’re in this situation, please come and see me.

- Critical Response Papers are short essays that offer an argument about key issues from assigned readings. You choose which question raised in or by the readings you write about. This means that your paper might reference one of the readings assigned for the week, or all of them, or some of them. You choose a question and argument that addresses a major point raised in the readings. The goal is not to summarize the readings, but to provide a critical response to them. This should all fit in 4-5 pages (double-spaced). Response papers are due at the beginning of the class for which the reading is assigned. Papers handed in during or after class are late and will not be accepted (no exceptions). If you are unable to print the paper or come to class, please email the paper to me before the beginning of the class in which it is due.

- The first response paper has to be submitted no later than January 27th. The second response paper is due no later than February 17th. The third response paper is due no later than March 31st.
- You cannot write a response paper on the same text that you are giving a presentation on. You cannot write more than one response per week.

- The research paper challenges you to develop a more sustained argument in 20 double-spaced pages (12-15 pages for undergraduate students) based on readings from this class and outside research. The research paper is due on April 17th at noon. Over the course of the term, you will have to submit a paper proposal (due March 17th).
  Late research papers will not be accepted without a documented emergency.
SCHEDULE:

Clarification on “recommended” readings: you are not expected to read these texts for the class. Consider these texts as a B-list of readings that did not quite make it on the list of officially assigned class readings. This means that the “recommended” section can be a great resource for your research papers.

Week 1 (January 6th)

Introduction

Week 2 (January 13th)

What are Human Rights?


Sally Engle Merry, Human Rights & Gender Violence: Translating International Law into Local Justice (Chicago: University of Chicago Press, 2006), 1-35.

International Covenant on Civil and Political Rights (ICCPR), 1966, available online: http://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf


Recommended:


Week 3 (January 20th)

Histories of Human Rights


Thomas W. Lacqueur, “Mourning, Pity, and the Work of Narrative in the Making of ‘Humanity,” in Richard
Week 4 (January 27th)

[Critical Response Paper #1 due no later than this week]

**Grammars of Human Rights and Human Rights Violations:**

**Humans, Persons, Victims, Saviours, Perpetrators**


**Recommended:**


Week 5 (February 3rd)

**Human Rights: Movements and Organizations**


**Recommended:**


**Week 6 (February 10th)**

**Making Human Rights: The Right to Truth**


Patricia Naftali, “Crafting a ‘Right to Truth’ in International Law: Converging Mobilizations, Diverging Agendas?” *Champ penal/Penal field* XIII (2016); online: [http://champpenal.revues.org/9245](http://champpenal.revues.org/9245).


**Recommended:**


Week 7 (February 17th)

[Critical Response Paper #2 due no later than this week]

What is a human rights violation? Creating knowledge about human rights


Recommended:


Week 8 (March 3rd)

Human Rights Reporting


+ more human rights reports (TBD, picked by the class)

Week 9 (March 10th)

Visualizing Human Rights


Mark Twain, King Leopold’s Soliloquy, 2nd ed. (Boston: Warren, 1905).

Recommended:


Week 10 (March 17th)

[Research Paper Proposal due no later than this week]

Indigenous Rights and Human Rights


Peter Kulchysky, *Aboriginal Rights are Not Human Rights* (Winnipeg: Arbeiter Ring Publishing), 17-78.

**Recommended:**


**Week 11 (March 24th)**

**Water: Rights, Claims, Stories**


Amnesty International on Standing Rock (texts tbd): [http://www.amnestyusa.org/features/standing-rock-0](http://www.amnestyusa.org/features/standing-rock-0)

**Recommended:**


**Week 12 (March 31st)**

[Critical Response Paper #3 due no later than this week]

**Human Rights, Politics, and Paths of Memory**


Recommended:


Week 13 (April 7th)

Class Format TBD