

Course Outline

COURSE:	LAWS 2105 B – Social Justice and Human Rights
TERM:	Fall 2023
PREREQUISITES:	LAWS 1001 and 1002 [1.0], or HRSJ 1001 [1.0], or PAPM 1001 and PSCI 2003
CLASS:	Day & Time: Tuesday 2:35 – 5:25pm Room: Please check Carleton Central for current Class Schedule
INSTRUCTOR:	Dr. Michael Christensen
CONTACT:	Office: C476 Loeb Building Office Hrs: Tuesday 1:00 – 2:15pm; 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

All course materials will be posted to Brightspace

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.

<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	October 3	10%
Book Analysis and Application	5-7 pages	November 7	20%
Rights and Justice in Practice	8-10 pages	December 5	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 close on Wednesdays at 8:30 am. There will be a quiz each week, excluding the first class for a total of 12 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 Brightspace). Reading Commentaries will be due on **October 3**.

Media Resources Assignment (20%)

Students are required to collect media resources about a historical event (including recent history) that would be relevant to a discussion of social justice or human rights. Students will fill in basic information on an assignment sheet about each source to evaluate its strength, and then write a critical reflection paper based on these sources. 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 Brightspace). This assignment will be due on **November 7**.

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 Brightspace). The reports will be due on **December 5**.

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. The date, time and location of the exam will be provided by Scheduling and Exam Services sometime in October.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

The granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension. For requests for extensions lasting less than 7 days, please complete the form at the following link and submit it to the instructor prior to the assignment due date: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>. **Extensions for longer than 7 days will normally not be granted.** In those extraordinary cases where extensions lasting longer than 7 days are granted, the student may be required to provide additional information to justify the longer extension (up to a maximum of 14 days).

Late assignments will only be accepted in consultation with the TAs and instructor. 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 Brightspace. It is your responsibility to upload assignments BEFORE the deadline and in readable formats that are compatible with the Brightspace system (e.g. PDF, .docx, etc.).

SCHEDULE

Date	Readings
September 12	Studying Rights and Justice <ul style="list-style-type: none"> - Syllabus review - No Readings
September 19	The Political Language of Human Rights <ul style="list-style-type: none"> - Hunt (2007) <i>Inventing Human Rights</i>: Introduction pgs. 15-34; Chapter 3 pgs. 113-145 - Hunt (2007): Look over the three Declarations in the Appendix, pgs. 215-229
September 26	From Humanism to Humanitarianism <ul style="list-style-type: none"> - Douzinas, Costas (2007) <i>Human Rights and Empire: The Political Philosophy of Cosmopolitanism</i>. London; New York: Routledge-Cavendish. Pgs. 3-33
October 3	Human Rights, Justice and Social Groups <ul style="list-style-type: none"> - Young, Iris Marion (1990) <i>Justice and the Politics of Difference</i>. Princeton, NJ: Princeton University Press. Pgs. 39-65
October 10	Settler Colonialism and Indigenous Rights <ul style="list-style-type: none"> - <i>Final Report on the Truth and Reconciliation Commission of Canada, Volume 1</i> (pgs. 1-24) - Patzer, Jeremy (2014) "Residential School Harm and Colonial Dispossession." In Woolford et al. (eds.) <i>Colonial Genocide in Indigenous North America</i>. Durham, NC: Duke University Press. Pgs. 166-185
October 17	The Holocaust as the Defining Crisis of Western Modernity <ul style="list-style-type: none"> - Bauman, Zygmunt (2000) <i>Modernity and the Holocaust</i>. Ithica, NY: Cornell University Press. Chapter 4 (pgs. 83-116).
October 24	No Class (Fall Break)
October 31	Rights, Empire and the State <ul style="list-style-type: none"> - Benhabib, Seyla (2004) "The Right to Have Rights: Hannah Arendt on the contradictions of the nation-state" in

	<p><i>The Rights of Others: Aliens, Residents and Citizens</i>. New York; Cambridge: Cambridge University Press. Pgs. 49-69</p> <ul style="list-style-type: none"> - Jensen, Steven L.B. (2016) <i>The Making of International Human Rights</i>. New York; Cambridge: Cambridge University Press. Pgs. 1-17
November 7	<p>The Promise and Perils of Cosmopolitanism</p> <ul style="list-style-type: none"> - Fine, Robert (2009) “Cosmopolitanism and Human Rights: Radicalism in a global age.” <i>Metaphilosophy</i>. 40:1. Pgs. 8-20 - Calhoun, Craig (2003) “Class Consciousness of Frequent Travelers” in <i>Debating Cosmopolitics</i>. Daniele Archibugi (ed.). London; New York: Verso. Pgs. 86-116
November 14	<p>Race, Justice, and Systemic Racism</p> <ul style="list-style-type: none"> - Coates, Ta-Nehisi (2014) “The Case for Reparations” in <i>The Atlantic</i> (June) - Bonilla-Silva, Eduardo (2022) <i>Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States</i> (6th edition). New York: Rowman & Littlefield. Pgs. 79-103.
November 21	<p>Global Rights, Local Justice and Gender-Based Violence</p> <ul style="list-style-type: none"> - Merry, Sally Engle (2006) <i>Human Rights and Gender Violence: Translating International Law into Local Justice</i>. Chicago; London: The University of Chicago Press. Pgs. 1-35
November 28	<p>The Limits of Rights in the Era of Neoliberalism</p> <ul style="list-style-type: none"> - Williams, Patricia J. (1991). <i>The Alchemy of Race and Rights</i>. Cambridge, MA: Harvard University Press. Pgs. 146-165. - Spade, Dean (2015) “What’s Wrong with Rights?” in <i>Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law</i>. Durham, NC: Duke University Press. Pgs. 38-49.
December 5	<ul style="list-style-type: none"> - Review – Social Justice and Human Rights in Practice
December 10-22	Formally scheduled exam period

University and Departmental Policies

DEPARTMENT POLICIES AND REGULATIONS

Please review the following webpage to ensure that your practices meet our Department's expectations, particularly regarding standard departmental protocols and academic integrity requirements:

<https://carleton.ca/law/student-experience-resources/>.

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. The "works of others" in this sense also includes material generated by AI chatbots. **FOR EXAMPLE, USING TEXT GENERATED BY CHATGPT WITHOUT STATING YOU HAVE DONE SO IS PLAGIARISM.** Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at:

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

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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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 [click here](#).

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).

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 where 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/equity/sexual-assault-support-services>

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. Read more here: <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>.

For more information on academic accommodation, please visit: <https://students.carleton.ca/services/accommodation/>.