

## Course Outline

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<b>COURSE:</b>	<b>LAWS 2105 A – Social Justice and Human Rights</b>
<b>TERM:</b>	<b>Fall 2021</b>
<b>PREREQUISITES:</b>	<b>LAWS 1000 [1.0], or HUMR 1001 [1.0], or PAPM 1000 [1.0], or PSCI 1100 and PSCI 1200</b>
<b>CLASS:</b>	<b>Day &amp; Time: Wednesday 11:35-2:25</b> <b>Room: Lectures in this course will be delivered using pre-recorded videos that will be made available through our course Brightspace page.</b>
<b>INSTRUCTOR:</b>	<b>Dr. Michael Christensen</b>
<b>CONTACT:</b>	<b>Office: C476 Loeb Building</b> <b>Office Hrs: Wednesday 1:30-2:30 (via Zoom – links will be posted on Brightspace); By appointment on campus, if public health restrictions allow</b> <b>Telephone: 613-520-2600 x 3608</b> <b>Email: michael.christensen@carleton.ca</b>

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### 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**

The one book we will use for this course is available at [Octopus Books](https://shop.octopusbooks.ca/LAWS2105) (613-233-2589) and can be ordered here: <https://shop.octopusbooks.ca/LAWS2105>

Arendt, Hannah (2006) *Eichmann in Jerusalem: A Report on the Banality of Evil*. Penguin Classics edition. New York: Penguin.

***\*\*All other 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 6	10%
Book Analysis and Application	5-7 pages	November 3	20%
Rights and Justice in Practice Report	8-10 pages	December 8	30%
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 11:30 am, at the start of our scheduled class time. 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 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 6**.

### *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 Brightspace). Book analysis and application papers will be due on **November 3**.

### *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 8**.

### *Final Exam (30%)*

There will be a take-home 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 scheduled through exam services (**due date TBD**).

## **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 will 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
<b>September 8</b>	No Class (for schedule alignment purposes, week 1 will begin Sept. 15)
<b>September 15</b>	Studying Rights and Justice <ul style="list-style-type: none"> <li>- Syllabus review</li> <li>- No Readings</li> </ul>
<b>September 22</b>	The Political Language of Human Rights <ul style="list-style-type: none"> <li>- Hunt (2007) <i>Inventing Human Rights</i>: Introduction pgs. 15-34; Chapter 3 pgs. 113-145</li> <li>- Hunt (2007): Look over the three Declarations in the Appendix, pgs. 215-229</li> </ul>
<b>September 29</b>	From Humanism to Humanitarianism <ul style="list-style-type: none"> <li>- Douzinas, Costas (2007) <i>Human Rights and Empire: The Political Philosophy of Cosmopolitanism</i>. London; New York: Routledge-Cavendish. Pgs. 3-33</li> </ul>
<b>October 6</b>	Human Rights, Justice and Social Groups <ul style="list-style-type: none"> <li>- Young, Iris Marion (1990) <i>Justice and the Politics of Difference</i>. Princeton, NJ: Princeton University Press. Pgs. 39-65</li> </ul>
<b>October 13</b>	The Holocaust as the Defining Crisis of Western Human Rights <ul style="list-style-type: none"> <li>- Arendt (1963) <i>Eichmann in Jerusalem</i>: pgs 3-55</li> </ul>
<b>October 20</b>	Modernity and the Banality of Evil <ul style="list-style-type: none"> <li>- Arendt (1963) <i>Eichmann in Jerusalem</i>: pgs 56-150</li> </ul>
<b>October 27</b>	No Class (Fall Break)
<b>November 3</b>	Rights, Empire and the State <ul style="list-style-type: none"> <li>- 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>. New</li> </ul>

	<p>York; Cambridge: Cambridge University Press. Pgs. 49-69</p> <ul style="list-style-type: none"> <li>- Jensen, Steven L.B. (2016) <i>The Making of International Human Rights</i>. New York: Cambridge University Press. Pgs. 1-17</li> </ul>
<b>November 10</b>	<p>The Promise and Perils of Cosmopolitanism</p> <ul style="list-style-type: none"> <li>- Fine, Robert (2009) “Cosmopolitanism and Human Rights: Radicalism in a global age.” <i>Metaphilosophy</i>. 40:1. Pgs 8-20</li> <li>- Calhoun, Craig (2003) “Class Consciousness of Frequent Travelers” in <i>Debating Cosmopolitics</i>. Daniele Archibugi (ed.). London; New York: Verso. Pgs 86-116</li> </ul>
<b>November 17</b>	<p>Settler Colonialism and Indigenous Rights</p> <ul style="list-style-type: none"> <li>- <i>Final Report on the Truth and Reconciliation Commission of Canada, Volume 1</i> (pgs. 1-24)</li> <li>- 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</li> </ul>
<b>November 24</b>	<p>Global Rights, Local Justice and Gender-Based Violence</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>
<b>December 1</b>	<p>Race and Justice in the Era of Neoliberalism</p> <ul style="list-style-type: none"> <li>- Coates, Ta-Nehisi (2014) “The Case for Reparations” in <i>The Atlantic</i> (June)</li> <li>- Moyn, Samuel (2018) <i>Not Enough: Human Rights in an Unequal World</i>. Cambridge, MA; London: Harvard University Press. Pgs. 173-211.</li> </ul>
<b>December 8</b>	<p>Review – Social Justice and Human Rights in Practice</p>

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**COVID-19 PREVENTION MEASURES**

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be taken in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact [covidinfo@carleton.ca](mailto:covidinfo@carleton.ca)

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

## **ACADEMIC ACCOMMODATIONS**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows: <https://students.carleton.ca/course-outline/>.

### **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**

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](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 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>.

**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/studentsupport/svpolicy/>.

**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 contact the departmental administrator or visit: <https://students.carleton.ca/services/accommodation/>.

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