

Course Outline

COURSE:	LAWS 2105 B—Social Justice and Human Rights
TERM:	FALL 2022
PREREQUISITES:	1.0 credit from LAWS 1001, LAWS 1002, or HUMR 1001 [1.0], or PAPM 1001 and PSCI 2003.
CLASS:	Day & Time: Mondays 11:35 am – 2:25 pm EST
Room:	Lectures in this course will be delivered using pre-recorded videos that will be made available through Brightspace page. Watch videos during the lecture period or any time of your convenience. I will hold the first and the last lectures live via Zoom. Please check Brightspace for the current Class Schedule. I will be available during the lecture period (Every Monday starting at 11:35 am onwards until 1:00 pm) on Zoom. During this time, an assigned group [I will assign groups in the first week] will meet me. Zoom link for this session will be provided on Brightspace.
INSTRUCTOR:	Dr. Mohammad Hasan
TEACHING ASSISTANTS:	Two to three TAs will assist me with marking related activities and will be your first point of contact. There are NO group tutorials. TAs have office hours and contact them through Brightspace email.
CONTACT:	Office Hrs: By appointment through Zoom. Check-in Brightspace for my Zoom link. Let me know by email if you would like to talk with me. Allow 36 hours for a reply. No replies on weekends or evenings.
	Email: MohammadHasan@cunet.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 norms and principles of human rights and social justice through various interdisciplinary theoretical and experiential approaches as well as international legal frameworks for human rights, limitation of rights discourse and movements for social justice. There are some common

questions to be explored such as: What is human rights? How the present human rights are shaped? How has human rights discourse been engaged, rejected and transformed by various political and social movements? 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. Students will learn human rights and social justice through various themes such as Western colonialism and the rise of humanitarianism, settler colonialism in Canada and elsewhere, World War II and the Holocaust, gender-based violence, systematic racism, and political violence.

COURSE MODALITY & TECHNICAL REQUIREMENTS

This course is an online course where the instructor and students share information, ideas, and learning experiences in a virtual course space. Asynchronous courses do not have regular live classes, scheduled meetings online. However, students are expected to attend a presentation session once and two live sessions (meet and greet and exam review) and to remain up to date with the deadlines and due dates provided by the instructor. These courses require high-speed Internet access and a computer.

LEARNING OBJECTIVES

Upon successful completion of the course, students will be able to:

- Apply abstract concepts such as ‘rights’ and ‘justice’ using concrete examples.
- Engage themselves to focus on exploring the range of movements and organizations working for social justice and human rights.
- Investigate various theoretical and experiential approaches of understand human rights and social justice.
- Analyze and assess different aspects of international human rights instruments and how they are being used to confirm social justice in society.
- Learn about how activists and professionals actually do the work of enacting social justice and human rights.
- Assess and critique existing human rights and social justice norms through writing assignments.

REQUIRED TEXTS

All other readings can be found on the content page on Brightspace.

You are required to read about average 30 pages every week. To complete course assignments, you will need to use the Casebook readings. Since reading is mandatory in this course, get the book as early as possible. You will not be granted any extension excusing that you have no book or wrong edition.

EVALUATION

Standing in a course is determined by the course instructor subject to the approval of the Department and 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.

Every student in this class must complete the following assessment criteria for full evaluation:

- 1. Presentation and Written Reflection: 15%**
- 2. Progress Report: 5%**
- 3. 5 Reading and Lecture Quizzes: 25%**
- 4. Book analysis: 20% [October 31]**
- 5. Final Take-home Exam: 35% [TBA. To be scheduled during the formal examination period.]**

Total: 100%

All components must be successfully completed in order to get a passing grade

Presentation and Written Reflection [15%]: I plan to hold a Live Presentation Session during our class time for meeting a group. The session starts at 11:35 am and continues until all presentations are completed. You must join the session at the beginning. I will make groups of 6-8 students each and a scheduled group will meet me during the session. The group members will be assigned a reading to present during this session. I will post the list of groups with the first lecture materials of our class. If you don't see your name on the list yet (due to late registration), let me know ASAP so that I can assign you to a group and you will be able to present. You will be required to present only once throughout this short semester. To do this, you will read an assigned reading, make a summary of the reading, and present it during the live session. This is a great opportunity for both students and instructors to communicate with each other and analyze the topics more effectively. You need to address the following questions while presenting:

During your presentation, you need to tell the audience (me and other students):

1. Who is the author?
2. What is the reading about? Make a summary.
3. What is the main argument of the author?
4. How the reading is relevant to human rights and social justice?
5. Do you find the reading is
6. Why do you think the reading you are presenting is relevant to our course?

In addition to the presentation, you are required to submit a summary and critical reflection of your works and the presentation slide (in a single document) based on the questions posed above for your presentation. To submit this written portion, you must complete your scheduled presentation. I will create a submission portal or dropbox for each group where you will submit your written document before your assigned presentation. Your summary should not exceed 350 words.

The oral presentation is worth 10% each. The written summary and critical reflection are worth 5%.

Progress Report: 5%

Brightspace has a great option to see how many contents and percentages each student has reviewed and completed. You will be assessed out of 5% based on your activities (lecture materials and other components) of this course on Brightspace. Since you are registered for this course, you are required to complete course contents and assessments. This is an easy mark.

5 Reading and Lecture Quizzes [25%]:

For assessing a better understanding of the reading and lecture materials, you will be required to complete online quizzes. The quizzes may be comprised of true/false, multiple-choice, or other forms of quiz questions. There may be 10 questions you should answer for each quiz. A total of 6 quizzes [Sept 26, Oct. 17, 31, Nov. 7, 28 and Dec. 9] will be available and you must attend at least 5 quizzes. Each of the quizzes is worth 5%, for a total of 25% of the total grade. To get the full 5% on each quiz, you must have at least 10 correct answers. So, 0.5 points for each correct answer and no deduction for the wrong answer. For example, if you have 9 correct answers, you will receive 4.5 points, 8 correct answers for 4 points, 4 correct answers for 2 points, 2 correct answers for 1 point, and 1 correct answer, you will receive 0.5 points. You are allowed to attempt a quiz once only. Missed quizzes cannot be made up.

Each quiz will be posted and made available for you on Brightspace 72 hours before the scheduled quiz and you can complete each quiz any time before the due time. For example, the FIRST quiz will be posted on Brightspace on Sept. 23 (Friday) before 11:55 pm, and you can complete the quiz any time before 11:59 pm on Sept. 26 (Monday). This example applies to all assigned quizzes. **More information is outlined in the class schedule.** Please ensure that you have a secure and reliable internet connection when completing the quizzes as they will be timed. Start your quiz after reading the reading materials and reviewing the lecture materials. Once the quiz starts online, students will have 30 minutes to complete all 10 quiz questions. They will be marked automatically, and students will receive their results through Brightspace.

Book Analysis and Application [20%]:

This assignment is designed to give students the chance to study a specific topic more deeply. 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.

You must follow the University's policies on academic integrity. Answers must be your own original, individual work. Do not share or discuss answers with other students. Plagiarism is an academic offense. Please review the university policy regarding plagiarism. To avoid plagiarism, use your own words (rather than quotations or lengthy paraphrasing) wherever possible. Doing so demonstrates that you understand the material and, also, tends to require fewer words. However, you must provide proper citations when relying on the ideas of others. Wherever you quote directly you must enclose the text in quotation marks (" - "), and include a footnote with the author's last name (in some cases, title of the readings accepted if you are unclear about the author) and page number of the text. You are requested not to use more than three quotations in this paper. Papers with too many direct quotes will lose marks as direct quotes do not count as your own work, no matter how carefully you have chosen the quote. Use

any citation style of your choice.

The length of the assignment should be between 1200 and 1800 words. Book analysis and application papers will be due on **October 31**. Additional instructions for the assignment may be posted on Brightspace.

Final Take-home Exam [35%]: [Lectures 7-12]

The final exam will be in essay format. You will be asked to answer two to three long questions during the examination period. Please note that the Final Exam in this course will be scheduled by Examination Services at a later date.

LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Late Penalty

Late submission will be penalized. Assignments submitted later than the due date will be penalized 5% per day of the total value of the assignment. For example, if an assignment worth 20% of the total course grade is a day late, 1 point out of 20 (or 5% per day) will be deducted. If you miss the final exam due to unavoidable circumstances such as illness and other compassionate grounds, please inform your course instructor as soon as possible.

Extension

The granting of extensions is determined by the instructor who will confirm whether an extension is granted and the length of the extension. So, write to me directly if you have any unavoidable circumstances such as illness and other compassionate grounds. 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).

SCHEDULE

There are three types of learning strategies that will be followed for this course. First, students are responsible for all assigned readings. I suggest students read the required reading material before each scheduled lecture. Secondly, students should carefully watch lecture videos and take notes. Thirdly, students should review lecture slides posted on Brightspace, although contents may focus on a limited number of these readings.

Important Dates:

September 7, 2022
October 24-28, 2022

Fall Term Begins. Fall Classes Begin
Fall Term Reading Break, No Classes

December 9, 2022
December 10-22, 2022

Fall Term Ends
Formally Scheduled Final Exams May Be Held

Weekly Schedule

Week	Topic	Readings	Assessments	Online Presentation
Week 1 Sept. 12	Live session via Zoom	Discussion on the syllabus, learning objectives, and assessments.		
Week 2 Sept. 19	<i>What is human rights?</i>	Hunt (2007) <i>Inventing Human Rights</i> : Introduction pgs. 15-34 Hunt (2007): Look over the three Declarations in the Appendix, pgs. 215-229		Group 1
Week 3 Sept. 26	<i>Human Rights: Questions of Law or Questions on Law?</i>	Fine, R. (2009). Cosmopolitanism and human rights: radicalism in a global age. <i>Metaphilosophy</i> , 40(1), 8-23. Sen, A. (2006). "Human Rights and the Limits of Law" <i>Cordozo Law Review</i> 27(6): 2913-2927.	Quiz 1 [on week 2 & 3]	Group 2
Week 4 Oct. 3	<i>The Holocaust as the Defining Crisis of Western Human Rights</i>	Arendt (1963) <i>Eichmann in Jerusalem</i> : pgs 3-55 [Until "VII: The Wannsee Conference, or Pontius Pilate".]		Group 3
Oct. 10	<u>Statutory Holiday</u>	University Closed. No class.		
Week 5 Oct. 17	<i>Modernity and the Banality of Evil</i>	Arendt (1963) <i>Eichmann in Jerusalem</i> : pgs 56-148 [Start from "VII: The Wannsee Conference, or Pontius Pilate" to the END.] Jaspers, Karl (2006) "Who Should Have Tried Eichmann?" <i>Journal of International Criminal Justice</i> 4: 853-858. (Originally, 1962).	Quiz 2 [week 4 & 5]	Group 4
Oct. 24-28	<u>Fall Reading Break.</u>	No Class		
Week 6 Oct. 31	<i>Rights, Empire and the State</i>	Bartholomew, A., & Breakspear, J. (2004). Human Rights as Swords of Empire?. <i>Socialist Register</i> , 40. Jensen, Steven L.B. (2016) <i>The Making of International Human Rights</i> . New York: Cambridge University Press. Pgs. 1-17	Quiz 3 [week 6] Book Analysis due on Nov. 21 before 11:59 pm.	Group 5

Week 7 Nov. 7	<i>Human Rights, Justice and Social Groups</i>	Young, Iris Marion (1990) <i>Justice and the Politics of Difference</i> . Princeton, NJ: Princeton University Press. Pgs. 39-65		Group 6
Week 8 Nov. 14	<i>Settler Colonialism and Indigenous Rights</i>	Palmater, Pamela. (2014). "Genocide, Indian Policy and the Legislated Elimination of Indians in Canada." <i>Aboriginal Policy Studies</i> 3:3: 27-48. (22 pages) <i>Final Report on the Truth and Reconciliation Commission of Canada, Volume 1</i> (pgs. 1-24)	Quiz 4 [on week 7 and 8]	Group 7
Week 9 Nov. 21	<i>Militarizing Human Rights: Humanitarian Intervention etc...</i>	Chouliaraki, Lilie. (2010). "Post-humanitarianism: humanitarian communication beyond a politics of pity". <i>International Journal of Cultural Studies</i> , 13 (2). pp. 107-126. Goodman, A., & Mahmood, I. (2019). The Rohingya Refugee Crisis of Bangladesh: Gender Based Violence and the Humanitarian Response. <i>Open Journal of Political Science</i> , 9, 490-501		Group 8
Week 10 Nov. 28	<i>Accessing Justice in Canada</i>	Etherington, Brian (2000) "Promises, Promises: Notes on Diversity and Access to Justice," <i>Queen's Law Journal</i> 26: 43-65. Comack, Elizabeth (1999) "Introduction." <i>Locating Law: Race, Class, Gender, Sexuality Connections</i> . Fernwood Publishing. 11-16.	Quiz 5 [on week 9 & 10]	Group 9
Week 11 Dec. 5	<i>Race and Justice in the Era of Neoliberalism</i>	Moyn, Samuel (2018) <i>Not Enough: Human Rights in an Unequal World</i> . Cambridge, MA; London: Harvard University Press. Pgs. 173-211. Coates, Ta-Nehisi (2014) "The Case for Reparations" in <i>The Atlantic</i> (June)		Group 10
Week 12 Dec. 9	<i>The Future of Human Rights as Critically Oriented Social Practice</i> Live session via Zoom Exam review class	Nash, K. (2012). "Human Rights, Movements and Law: On Not Researching Legitimacy" <i>Sociology</i> 46(5): 797-812.	Quiz 6 [on week 11 & 12]	

Fall 2022 Sessional Dates and University Closures	
<i>Please find a full list of important academic dates on the calendar website: https://calendar.carleton.ca/academicyear/</i>	
September 7, 2022	Fall term begins.
September 20, 2022	Last day for registration and course changes (including auditing) in fall and fall/winter courses.
October 10, 2022	Statutory holiday. University closed.
October 24-28, 2022	Fall break, no classes.
November 25, 2022	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade, in fall term or fall/winter undergraduate courses, before the official December final examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
December 9, 2022	Fall term ends.
	Last day of fall classes.
	Classes follow a Monday schedule (fall and fall/winter courses only).
	Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day for handing in term work and the last day that can be specified by a course instructor as a due date for term work for full and late fall courses.
December 10-22, 2022	Final examinations in fall courses and mid-term examinations in fall/winter courses will be held.

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. 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/>

COVID Update

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.