
COURSE:	LAWS 3602A – International Human Rights
TERM:	Fall 2022
PREREQUISITES:	Prerequisite(s): (0.5 credit from LAWS 2105 , LAWS 2502 , LAWS 2601 or HUMR 2001) and 0.5 credit in LAWS at the 2000 level or PAPM 1001 and PSCI 2003 .
CLASS:	Day & Time: Tuesdays: 11:35 – 2:25 Room: Please check Carleton Central for current Class Schedule In person
INSTRUCTOR:	Doris Buss
CONTACT:	Office: Office Hrs: Tuesdays 3:30-4:30 pm OR BY appointment. <i>By Zoom only</i> Telephone: 613 520-2600 (ext 8011) Email: Doris.buss@carleton.ca

A. CALENDAR COURSE DESCRIPTION

The developing international law relating to the protection of human rights. General concepts, rules and institutions. Specific issues include self-determination, aboriginal rights, the refugee problem, and torture. The inherent problems and overall potential of international law.

B. COURSE DESCRIPTION

John Stuart Mill said, “[T]he great error of reformers and philanthropists . . . [is] to nibble at the consequences of unjust power, instead of redressing the injustice itself.” (quoted in Ackerly 2018, 39)

Since the 1940s, international human rights law has grown and expanded. We can see this in the:

- types of human rights abuses that are now recognized as such and the range of legal instruments to address those abuses;
- numbers of actors (people, institutions, organizations) who advocate for human rights;
- use of human rights language and concepts to think about and name injustice;
- emergence of human rights cultures: the films, documentaries, books and literature about/on human rights, and also cultures *of* human rights: the practices, expectations, language, norms used in spaces where human rights are spoken or contested.

This expansion of international human rights is seen (contradictorily) as both *opening up* global spaces and potential for greater equality and social justice (according to some proponents), and as *constraining* the meaning and potential for justice or social transformation, (in the accounts of some critics), and, sometimes as doing both (opening and constraining justice possibilities).

“International human rights” have unfolded as a distinctly *legal* project. International human rights provisions are codified in a vast range of international treaties, declarations, but are also developed further (and given more normative force) through institutions, practices, rituals, information gathering. But respecting and upholding international human rights is invariably a political project: having the institutions and commitments to a just world necessary to ensure individuals and sometimes groups (rights-holders) have access to the very rights they should have (maybe this means having fair and free elections, or it might mean having universal access to basic education and health care so that everyone has the foundational conditions for enjoying their rights). When human rights are framed as legal enactments (the right to food; the right to participate in an election), how does this lead to or stimulate political changes needed if we are going to have a more just (and human rights respecting) world?

This course provides an introduction to international human rights law, but it does so by encouraging us to consider how international human rights law *contributes* (or, for some critics, *undermines*), the necessary political changes needed to ensure a more just world.

To ground our exploration, each student will select a current issue (from a list discussed in class) to explore how international human rights law functions, the particular kinds of challenges posed by complex forms of injustice in a period of global change, the range of responses to those injustice within human rights institutions and the potential limits of conceptualizing injustice in terms of human rights.

Course objectives:

By the end of the course, it is expected that students will:

1. demonstrate a basic familiarity with the key structures and institutions of the United Nations-based human rights machinery and be able to locate key developments in human rights in an area of their choosing;

This objective will be demonstrated through a quiz and one component of your portfolio.

2. draw together a portfolio of information, research, and writing about a human rights issue they have chosen and that demonstrates an ability to locate and assess:
 - a. key international law developments on a human rights issue;
 - b. informative advocacy materials on a human rights issue;
 - c. theoretical approaches to the social justice dimensions of international human rights.

This objective will be demonstrated throughout individual student portfolio and the final essay, elements of which are outlined below.

3. work on writing skills of communicating information and analysis aimed at different audiences and for different purposes. In a short blog, students will work on the skill of writing to engage a non-expert audience. In the final essay, students will work on the skill of writing analytically for an academic audience.
4. be able to write about, and marshal insights from at least two different theoretical approaches to international human rights discussed in class and course readings, to assess the social justice possibilities and limits of international human rights law. This will be demonstrated in the final essay.

C. **REQUIRED READINGS and TEXTS**

All materials listed in the syllabus below must be read before class and are your responsibility. The course assumes students do the readings, even when those readings may not be specifically discussed (or discussed in length) during class time.

There is a core textbook for this course, available for purchase including by Octopus books based in Ottawa (see below), and then supplementary readings all of which can be found through Brightspace and Ares.

Required text:

Michael Goodhart. 2023. *Human Rights: Theory and Practice*, 4th ed. New York: Oxford University Press.

Available from Octopus Books, 116 Third Ave, Ottawa. (613) 233-2589

You can order the book for pickup or shipping from our website at <https://octopusbooks.ca/students>

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.

Portfolio: 90 marks: Whole portfolio due: **4:00 pm, Dec 22**

		Due DATE	Marks
1. Portfolio		Various	88
a.	Setting up your portfolio and adding in your biography	Sept 27, midnight	3
b.	Selection of the human right issue that will be your focus:	Sept 27, midnight	3

c.	Key human rights provisions and instruments relevant to your selected issue	Oct 11, midnight	20
d.	Links to and brief discussion of at least 2 NGOs reports and links to 1-2 media articles on your issue (uploaded to your CU Portfolio	November 10, midnight	12
e	Blog (uploaded to your Portfolio and shared with me by Dec 9, 4:00 pm)	Dec 9, 4:00 pm	30
f.	Final Essay	Dec 22, 4:00 pm	20
2. Participation marks			12
Total			100

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

Assignment explanation/further information is provided in a separate "Assignment Instructions" document on Brightspace.

E. LATE PENALTIES AND REQUESTS FOR EXTENSIONS

Extensions are only given in extreme cases and generally requires documentation.

If you cannot submit an assignment on time, please get in touch with me by email as soon as possible.

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.

F. COMMUNICATING

I have regular office hours and am happy to chat with you during breaks/after class OR you can also make an appointment to see me (via Zoom) outside of class and office hours. I also respond to emails within a few days. BUT PLEASE NOTE: I do not look at email on the weekends or in the evenings. If an assignment is due on Tuesday, do not email me late Monday night with questions. I will not be on email and I will not be able to respond in time. Plan ahead.

G. 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/>.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

PLEASE SEE end of course schedule for more information on:

- Useful human rights websites
- University and Departmental Policies on academic accommodations

H. SCHEDULE and READINGS

	CONTENT	ASSIGNMENTS
Wk 1	<p>Sept 13 – Introductory class</p> <ul style="list-style-type: none"> • Introduction to the course, discussion of objectives and assignments (first part of the class) • The clothes we wear, the clothes we eat: international human rights in our everyday lives 	
Wk 2	<p>Sept 20 – Where (global) justice begins</p> <ul style="list-style-type: none"> • Brooke Ackerly. 2018 chapter 1: Where a theory of global justice begins.. pp 1-39; 50 – (bottom of) 54. 	Training on CU Portfolio
Wk 3	<p>Sept 27- Where do human rights begin?</p> <ul style="list-style-type: none"> • Introduction, Jenny S. Martinez. 2012. <i>The Slave Trade and the Origins of International Human Rights</i> New York: Oxford University Press, (* the e-version of this book doesn't provide page numbers: read whole of this first chapter, about 7 pages) • Ch. 2 Britain and the Slave Trade: the Rise of Abolitionism (same book as above), first four pages (ending page 4, with the paragraph starting “In the spring of 1806, the abolitionists...) • Anthony J. Langlois. 2004. “The elusive ontology of human rights”, <i>Global Society</i> 18(3): 243 – 249; 	Portfolios (with bio, and issue selection) due midnight today
Wk 4	<p>Oct 4: Feminist approaches to Human Rights: What domestic violence tells us about international human rights laws and institutions</p> <ul style="list-style-type: none"> • course text, chapter 4, written by Laura Parisi, “Feminist approaches to human rights”, pp. 71-91 • Kenneth Roth. 1994. “Domestic Violence as an International Human Rights Issue” in R. J. Cooke, ed. <i>The Human Rights of Women</i>. University of Pennsylvania Press. Pp 326 – 336; • course text, chapter 2, written by Rhona K. Smith, “Human Rights in International Law”, p 29 (Box 2.1: Finding International Human Rights Online), and pp. 32- 47 	
Wk 5	<p>Oct 11 International Human Rights machinery (no in person class)</p> <ul style="list-style-type: none"> • Quiz online • portfolio work time 	Portfolio progress check in - submit by midnight

Wk 6	Oct 18 -Imperialism and Human Rights <ul style="list-style-type: none"> • Course text, chapter 5, written by Bonny Ibhawoh. “Imperialism and Human Rights” , <i>Human Rights: Theory and Practice</i>, pp. 92-112 • Read the text of the Universal Declaration of Human Rights – Found on the United Nations’ website: here https://www.un.org/en/about-us/universal-declaration-of-human-rights • Read the “History of the Declaration” – found on the UN website: https://www.un.org/en/about-us/udhr/history-of-the-declaration 	
Wk 7	Oct 25 – NO CLASS – READING WEEK	
Wk 8	Nov 1 – the United Nations and Armed Conflict <ul style="list-style-type: none"> • Readings TBA closer to the time 	
Wk 9	Nov 8 – the Politics of Human Rights <ul style="list-style-type: none"> • Course text, Chapter 3, written by Michael Goodhart, “ The Politics of Human Rights” , pp 49-69; • Makau Mutua. 2001. “Savages, victims and saviors: The metaphor of human rights” 42 <i>Harvard International Law Journal</i> 201-245 	
Portfolio check in – Thursday, November 10th, midnight:		NGO reports + media
Wk 10	Nov 15- Human rights as performative practice LGBT rights and sexuality as a human rights <ul style="list-style-type: none"> • Course text, Ch. 7, written by Karen Zivi, “Human rights claiming as a performative practice”, pp. 135-152; • Kelly Kollman & Mathew Waites. 2009. The global politics of lesbian, gay, bisexual and transgender human rights: An introduction. <i>Contemporary Politics</i> 15 (1): 1-11. 	
Wk 11	Nov 22 Indigeneity and Human Rights <ul style="list-style-type: none"> • Coursebook, Ch 20, written by Odilia Romero, Joseph Barra, Shannon Speed, pp. 321-333; • Sheryl Lightfoot” “Indigenous mobilization and activism in the UN system”, in Short, D., & Lennox, C. (Eds.). (2016). <i>Handbook of indigenous peoples' rights</i>. Taylor & Francis, pp. 253-267 	
Wk 12	Nov 29 – Portfolio/meeting time This class will be reserved for time for questions about your portfolio and time to work on/review progress to date.	
Wk 13	Dec 6 – make up class if needed (via Zoom)	
December 9 – submit whole portfolio including Blog by midnight		
Dec 22, 4:00 pm – Final essay due Dec 22, 4:00 pm		

Useful Human Rights Websites (a sample):

The list below is partial (ie not comprehensive) and the organizations are all western based (which is a distinct limitation with this list). They are also, not coincidentally, well resourced and hence tend to have good publications. This is just a starting place for you. There are MANY MANY excellent NGOs and civil society organizations in Asia, Latin and South America, continental Africa, and there are many that are thematically specialised. This list is just to get you started):

Amnesty International: <http://www.amnesty.org/>
 Action Aid: (<https://actionaid.org/>)
 Center for Economic and Social Rights (<http://www.cesr.org/>)
 Center for Constitutional Rights: <http://ccrjustice.org/>
 Center for International Environmental Law: <http://ciel.org/index.html>
 European Centre for Constitutional and Human Rights: <http://www.echr.de/>
 Human Rights Watch: <http://www.hrw.org/>
 ICJ judgments: <http://www.icj-cij.org/homepage/index.php?lang=en>
 International Centre for the Legal Protection of Human Rights (Interights):
<http://www.interights.org/home/index.html>
 Physicians for human rights (<https://phr.org/>)
 Anti-Slavery International (<https://www.antislavery.org/>)
 Global Witness (<https://www.globalwitness.org/en/>)
 International Federation for Human Rights (FIDHR): <https://www.fidh.org/en/>
 Open Society (<https://www.opensocietyfoundations.org/>)

United Nations Documents: <http://www.un.org/depts/dhl/>
 United Nations General Assembly: <http://www.un.org/en/ga/>
 United Nations Human Rights Council:
<http://www.ohchr.org/EN/HRBodies/HRC/Pages/HRCIndex.aspx>
 United Nations Security Council: <http://www.un.org/Docs/sc/>

University and Departmental Policies:

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/>

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>

- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

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 should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, 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.