

## Course Outline

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<b>COURSE:</b>	<b>LAWS 2105C – Social Justice and Human Rights</b>
<b>TERM:</b>	Winter 2026
<b>PREREQUISITES:</b>	1.0 credit from <a href="#">LAWS 1001</a> and <a href="#">LAWS 1002</a> , or <a href="#">HRSJ 1101</a> and <a href="#">HRSJ 1102</a> , or <a href="#">PAPM 1001</a> and <a href="#">PSCI 2003</a>
<b>CLASS:</b>	<b>Day &amp; Time:</b> Fridays, 8:35 – 11:35 am <b>Delivery:</b> In person, Nideyinàn Room 4020
<b>INSTRUCTOR:</b>	Anita Grace TAs: Angela Acic & Yasinn Ibnkahla
<b>CONTACT:</b>	<b>Office Hrs:</b> By appointment, virtual <b>Telephone:</b> <b>Email:</b> <a href="mailto:anita.grace@carleton.ca">anita.grace@carleton.ca</a>
<b>BRIGHTSPACE:</b>	<a href="https://brightspace.carleton.ca/d2l/home/366322">https://brightspace.carleton.ca/d2l/home/366322</a>

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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. It asks what social justice and human rights mean in our current context of the rise of populism and resistance to diversity, equity and inclusion (DEI). How do we talk about justice and rights in a polarized socio-political context? By using a variety of media (non-fiction books, podcasts, images, self-directed modules, etc.), this class offers an empathetic, human-centered approach to debates that shape practices of human rights and social justice.

Course content will be delivered through assigned readings and self-directed modules as well as lectures and group discussions. Students are required to complete all assigned readings and will be tested on their comprehension of the readings in the weekly quizzes. Students are also required to attend class and participate in group discussions. Discussions will focus on specific

instances and events that illustrate how people tried to define, and advance, human rights and social justice. Examples will include histories of the American and French Revolutions, Western colonialism, World War II and the Holocaust, the refugee crisis, as well as Black Lives Matter and right-wing populism.

This course also incorporates Carleton's 'Human Rights Module' and the 'Constructive Dialogue' module of the FUSION skill development program – an initiative designed to build essential skills, such as collaboration, problem solving and communication, that transfer across work, education and life.

All required technology is available through Carleton and Brightspace (such as the FUSION module, Ares online reading, etc.)

### **LEARNING OUTCOMES**

By the end of this course, you will be expected to be able to:

- Demonstrate an understanding of the history of the discourse of human rights;
- Identify key mechanisms and institutions that have been implemented to define and protect human rights in Canada and abroad;
- Apply your understanding of human rights instruments to accounts of lived experiences;
- Explore the claims and efforts of contemporary social movements in the context of empathy, human rights, and social justice; and
- Develop skills and knowledge to support inclusivity and diversity in discussions about human rights and social justice.

### **REQUIRED TEXTS**

Hunt, Lynn. 2007. *Inventing Human Rights*. New York: W.W. Norton & Company.

- Available at Carleton Campus Store, Indigo, and other bookstores (approx. \$23)
- Second-hand books are allowed; students may also want to borrow the book from a local library to save costs (available at Ottawa Public Library)

Students will be required to read **one** of the following four books, available through the Ottawa Public Library, MacOdrum Library, or in various bookstores around town (second-hand and/or audiobooks are also allowed):

- Senghor, Shaka. 2017. *Writing my Wrongs: Life, Death, And Redemption In An American Prison*. Harmony/Rodale/Convergent (approx. \$25 – audio book version also available)
- Thistle, Jesse. 2019. *From the Ashes: My Story of Being Métis, Homeless, And Finding My Way*. Simon & Schuster (approx. \$25 – audio book version also available)
- Desmond, Matthew. 2017. *Evicted: Poverty and Profit in the American City*. Crown (approx. \$28)
- Nemat, Marina. 2007. *Prisoner of Tehran: A Memoir*. Penguin (approx. \$23)

All other required readings for weekly content will be made available through Ares. Students are expected to complete all assigned readings. Weekly quizzes are based on readings and other provided resources (such as podcasts).

## **EVALUATION**

**BONUS: Syllabus quiz** **Jan 23** **+2%**

Students can earn up to 2% bonus marks by completing a quiz about the course syllabus. Missed syllabus quiz cannot be made up after it closes on Jan 23.

**Weekly quizzes** **Weekly** **20%**

Each week there will be a short quiz, survey or open-text question on that week's course content worth 2%. There will be 11 quizzes in total – your best 10 will count. Quizzes and surveys will be mostly composed of multiple choice, true/false questions. Each week's closes at midnight on the Thursday before the next week's class. Missed quizzes cannot be made up without advance permission from the professor.

**Constructive Dialogue Module & Group Discussions** **15%**

Developing the skills and knowledge to support inclusivity and diversity in discussions about human rights and social justice is one of the learning outcomes for this course. Students will be required to complete assigned sections of the **FUSION module on Constructive Dialogue** (Explore: 4%; Reflect: 2%) and apply the skills in class and small group discussions. Participation in small group discussions will be evaluated based on submitted responses and reflections. (Weeks 5, 7, and 9: 3% each).

**Book analysis proposal** **Feb 11** **10%**

Students are required to select one of four books to read this term and reflect on how the topic of the book relates to human rights and social justice issues. For this assignment, students will identify the book they are reading, the rights and issues they are addressing, and the sources they are using to write their paper. Feedback will be provided to help students build their proposal into their final paper. Submission of assignments and feedback/grading will be managed via Brightspace.

**Book analysis and reflection final paper** **Mar 25** **30%**

Students will build on their proposals to develop a final paper that reflects on the book they have read and relevant human rights and social justice issues. Students will be expected to demonstrate engagement with their chosen book, course material, relevant human rights legislation, and at least one relevant academic source. Submission of assignments and feedback/grading will be managed via Brightspace.

**BONUS: Human Rights Module** **April 8** **+2%**

Students can earn up to 2% bonus marks by completing the Human Rights Module and the module completion quiz. To receive bonus credit, the quiz must be completed before the last day of classes, April 8.

Final Exam	TBD	25%
The final exam will be a fixed time (180 minute) in-person exam scheduled during Carleton's exam period. The exam will be a combination of multiple choice and open text questions. Feedback on all the above elements that contribute to the cumulative grade will be provided after a brief grading period. Grades are posted on Brightspace in numeric values relative to assigned weight (e.g., 25/30). Final grades are posted as cumulative percentage and respective letter grade.		

### **LATE PENALTIES AND REQUESTS FOR EXTENSIONS**

The granting of extensions is at the discretion of the instructor, who will confirm whether an extension is approved and its duration. If you need an extension, email the instructor (not the TA).

For information about requesting short-term or long-term extensions, deferrals for final exams, or academic consideration due to illness, injury, or other extraordinary circumstances, please visit the Academic Consideration Policy page and complete the relevant forms as required. All requests must be submitted to the instructor before the assignment due date or, in the case of exam deferrals, directly to the Registrar's Office. Full details and instructions can be found here: <https://carleton.ca/registrar/academic-consideration-policy/>.

### **Final Grade Approval**

Standing in a course is determined by the course instructor subject to the approval 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 Dean.

### **SCHEDULE**

#### **Jan 9            Week 1: Introduction**

**Read:** Hunt, Lynn. 2019. 'Introduction' and 'Torrents of Emotion' In *Inventing Human Rights*, 15-69.

**Complete:** Week 1 Quiz : Closes Jan 15

Bonus Syllabus Quiz (Bonus 2%). Closes Jan 23

#### **Jan 16            Week 2: History of Human Rights, 1<sup>st</sup> Era**

**Read:** Hunt, Lynn. 2019. 'They have set a great example' and 'There will be no end of it', In *Inventing Human Rights*, 113-175.

**Read & Watch:** FUSION 'Constructive Dialogue' Module - Explore

**Complete:** Week 2 Quiz: Closes Jan 22

#### **Jan 23            Week 3: History of Human Rights, 2<sup>nd</sup> Era**

**Read:** Waltz, Susan. 2002. 'Reclaiming and rebuilding the history of the Universal Declaration of Human Rights.' *Third World Quarterly* 23(3): 437-448.

**Read & Watch:** FUSION 'Constructive Dialogue' Module - Explore  
**Complete:** Week 3 Quiz: Closes Jan 29

**Jan 30 Week 4: Civil & Political Rights**

**Read:** Teeple, Gary. 2004. 'The Diverse Origins,' In *The Riddle of Human Rights*, 9-20.

**Complete:** Week 4 Quiz: Closes Feb 5

**Complete:** FUSION 'Constructive Dialogue' Module – Workbook 'Explore' section: Due Feb 2

**Feb 6 Week 5: Economic, Social & Cultural Rights**

**Read:** Martha Jackman. 1999. "From National Standards to Justiciable Rights: Enforcing International Social and Economic Guarantees through Charter of Rights Review" *Journal of Law and Social Policy* 14(1): 69 – 90

**Complete:** Week 5 Quiz: Closes Feb 12

**Participate:** In-class small group discussion

**Feb 11 Book Analysis Proposal due**

**Feb 13 Week 6: Indigenous Law & Human Rights**

**Watch:** Indigenous Law and Human Rights Learning Bundle

**Read:** Green, Joyce. 2014. "From Colonialism to Reconciliation Through Indigenous Human Rights," In *Indivisible: Indigenous Human Rights*, p. 18-42. Fernwood Publishing.

**Complete:** Week 6 Quiz: Closes Feb 26

**Feb 16-20 Winter Break**

**Feb 27 Week 7: Intersectionality & Oppression**

**Read:** Young, Iris Marion. 1990. 'Five Faces of Oppression.' In *Justice and the Politics of Difference*, 39-65.

**Complete:** Week 7 Quiz: Closes Mar 5

**Participate:** In-class small group discussion

**Mar 6 Week 8: Social Justice: Race & Gender**

**Read:** Wajiran, Wajiran, and Tristanti Apriyani. 2025. "Race, Gender, and Identity in Toni Morrison's Novels: Relevance to Contemporary Black Women's Struggles in America." *Cogent Arts & Humanities*, 12(1).

**Complete:** Week 8 Quiz: Closes Mar 12

**Mar 13 Week 9: Social Justice: Poverty & Housing**

**Read:** Heffernan, Tracy, Fay Faraday, and Peter Rosenthal. 2015. "Fighting for the Right to Housing in Canada," *Journal of Law and Social Policy*, 21 (No. 1): 10 – 45.

**Complete:** Week 9 Quiz: Closes Mar 19

**Participate:** In-class small group discussion

**Mar 20            Week 10: Social Justice: Criminal Justice**

**Read:** Hunt, Lynn. 2007. 'Bone of their Bone.' In *Inventing Human Rights*, 70-112

**Listen:** Ruth Wilson Gilmore Makes the Case for Abolition. June 10, 2020, Intercepted Podcast Series <https://theintercept.com/2020/06/10/ruth-wilson-gilmore-makes-the-case-for-abolition/>

**Complete:** Week 10 Quiz: Closes Mar 26

**Mar 25            Final paper due****Mar 27            Week 11: Human Rights and Social Justice Advocacy**

**Read:** Rebick, Judy. 2018. 'Social Movements on the Path to Economic and Social Equality.' In *Contemporary inequalities and social justice in Canada*, edited by Janine Brodie, 164-175. University of Toronto Press.

**Listen:** The Henceforward Episode 6: Movement Building Beyond the Moment: On Getting Free Together

**Complete:** Week 11 Quiz: Closes Apr 2

**Apr 3            Week 12: Wrap up & Review**

**Watch:** Human Rights in 2066 | William Schabas | [TEDxZurich](#)

**Read:** Selection of news articles and editorials posted on Brightspace

**Complete:** FUSION 'Constructive Dialogue' Module – Workbook 'Reflect' section: Due Apr 7

No weekly quiz for the last week

**Apr 8            Winter term ends****POLICY ON PERMISSIBILITY OF SUBMITTING SAME WORK MORE THAN ONCE, PERMISSIBILITY OF GROUP OR COLLABORATIVE WORK, AND PERMISSIBILITY OF USING GENERATIVE AI**

Students are allowed to re-use a portion of their own work from previous assignments or courses, provided they acquire necessary approvals from the instructor and acknowledge and properly cite the portions that were previously submitted. For instance, if a student has already written a paper on a similar topic, they may incorporate findings or arguments from that earlier work but must indicate where these come from. Students should seek approval from the instructor if they are unsure whether their submission meets the criteria. Submitting work without clear acknowledgment of reused material will be considered a violation of academic integrity.

**Group or collaborative work.** Although engagement with other students in reading discussions is a required component of this course, students are expected to complete all their course requirements independently unless otherwise stated.

**Generative AI.** Students may use AI tools like ChatGPT, but only in specific, limited ways. AI

tools can be used to assist with tasks such as gathering ideas, researching initial sources, or proofreading a final draft for grammar and style. However, students are not allowed to use AI to organize or communicate their core ideas. The focus of the course is on developing original thought and critical thinking skills, so AI should not be relied upon for creating the main content of an assignment. Any use of AI must be clearly documented and cited, including the prompts used and how the tool assisted in the process.

#### **UNIVERSITY AND DEPARTMENTAL POLICIES**

**(This section will be copied in by the department during the review process.)**

To include:

- Statement on and link to academic accommodations  
(<https://students.carleton.ca/services/accommodation/>)
- Statement on academic integrity
- Statement on student conduct