

Course Outline

COURSE:	LAWS 2105C – Social Justice and Human Rights
TERM:	Winter 2026
PREREQUISITES:	1.0 credit from LAWS 1001 and LAWS 1002 , or HRSJ 1101 and HRSJ 1102 , or PAPM 1001 and PSCI 2003
CLASS:	Day & Time: Fridays, 8:35 – 11:35 am Delivery: In person – Please Check Carleton Central for Room Location
INSTRUCTOR:	Anita Grace TAs: Angela Acic angelaacic@cmail.carleton.ca & Yasinn Ibnkahla yasinnibnkahla@cmail.carleton.ca
CONTACT:	Office Hrs: By appointment, virtual Telephone: Email: anita.grace@carleton.ca
BRIGHTSPACE:	https://brightspace.carleton.ca/d2l/home/366322

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 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.

Final Exam	TBD	25%
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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, 1st 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, 2nd 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](https://www.tedxzurich.com/)

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
PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This 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, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);

- 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

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.

For more information, please consult <https://wellness.carleton.ca/>

Emergency Resources (on and off campus):

- <https://wellness.carleton.ca/get-help-now/>

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/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

ACADEMIC ACCOMMODATIONS

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request

processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows.

Pregnancy and Family-Status Related Accommodations

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 about the accommodation policy, visit the [Equity and Inclusive Communities \(EIC\)](#) website.

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, please go to: <https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>.

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. You can find the Paul Menton Centre online at: <https://carleton.ca/pmc/>

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/>.

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfill the academic requirements of their course(s) in a timely manner. The University supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented.

Students must contact the instructor(s) as soon as possible, and normally no later than 24 hours after the submission deadline for course deliverables. If not satisfied with the instructor's decision, students can conduct an "informal appeal" to the Chair of the department within three (3) working days of an instructor's decision. We have created a webform specifically for appeals to the Chair, which can be found here: <https://carleton.ca/law/application-for-review-of-refusal-to-provide-academic-consideration/>. *Note: This form only applies to LAWS courses and is not the same as a formal appeal of grade.* More information about the academic consideration can be found [here](#).