



DATE: January 13, 2022

TO: Senate

FROM: Dr. Dwight Deugo, Vice-Provost and Associate Vice-President (Academic), and Chair, Senate Quality Assurance and Planning Committee

RE: Master of Arts in Human Rights and Social Justice  
**New Program Approval**

---

**SQAPC Motion**

THAT SQAPC recommends to SENATE the approval of the Master of Arts in Human Rights and Social Justice as presented to commence in Fall 2023.

**Senate Motion**

**THAT** Senate approve the Master of Arts in Human Rights and Social Justice as presented with effect from Fall 2023.

**Background**

The program is a Master of Arts in Human Rights and Social Justice offered through the Institute of Interdisciplinary Studies. External Reviewers' in past Cyclical Program Reviews specifically identified the establishment of such a Master of Arts as a strategic priority area of growth for the program and confirmed high levels of student interest. The proposed program will include theory, methodology and optional practicum courses.

**Attachments**

- Discussant Report
- External Reviewers' Report
- Internal Reviewer's Report
- Unit response to the External Reviewers' Report and Implementation plan
- Dean's response to the External Reviewers' Report
- External Reviewer Biographies
- Courseleaf Entries
- Letters of Support
- Self-Study with Appendices (Volume I)
- Faculty CVs (Volume II)

**Quality Assurance Framework and Carleton's Institutional Quality Assurance Process (IQAP)**

Upon the above motion being passed by Senate, the required documentation will be submitted to the Quality Council for its review and a decision on whether the Master of Arts in Human Rights and Social Justice will be authorized to commence.

## **Discussant Report New Program Review**

**Name: Dr. Mary Francoli**

**Program(s) being reviewed: MA Human Rights and Social Justice**

**Date of report: September 20, 2022**

**Your discussant report along with the self-study, external reviewers' report, unit response and implementation plan and Dean's response will all be forwarded to SQAPC for review and consideration. This report is circulated only to SQAPC and is not made public however, it can be subject to FIPPA requests.**

---

### **Review of self-study (Volume I)**

The self-study is clear and the proposal well thought out. One potential cause for concern is the lack of a letter of support from Law and Legal Studies. Given the current strong relationship between the two programs in terms of undergraduate offerings, one is left wondering why support is not given, or addressed.

### **Review of External Reviewer's Report**

The external reviewers were impressed with the experiences of existing undergraduate students as well the activities and approach of the program. They clearly state that the development of a Master degree is desirable and appropriate. They also signal that the program may want to eventually consider the development of a doctoral program.

The report noted that the program's requirements and learning outcomes are clearly articulated but did offer some suggestions for enhancing the program. These include: expanding affiliations beyond Anthropology, Political Science, Law and Legal Studies, and Philosophy; build on ties with African Studies and Law and Legal Studies to create opportunities for graduate students to take classes across programs; and look at developing a part time option for completing the MA program.

Overall, the reviewers were satisfied with the program's structure, but suggested including spring/ summer course offering, and requiring thesis students to submit a research plan. That said, the need to offer spring/ summer courses may not be necessary if students are able to take courses in other units. The reviewers were less satisfied with the required classes and suggest changes to these so that they are either more general, or more flexible, along with the addition of a mandatory class on Indigenous Studies, anti-Black racism, and/or racial justice.

The reviewers had no concerns regarding the governance of the program, and they were impressed with the quality of existing faculty but did flag a lack of expertise in human rights and social justice theory as well as human rights law. They also note the lack of senior scholars in the program.

It is noteworthy, and this is articulated by the reviewers, that there is no letter of support from Law and Legal Studies. The reviewers highlight some concern about this and potential programmatic overlap.

Racial justice and anti-black racism are missing from the program both in terms of content and supports to students.

The reviewers do note several areas requiring resources, including, administrative support, a tier 1 full professor CRC, additional faculty, research supports, and scholarships for students.

### **Review of Unit Response and Implementation Plan**

The unit has generally responded to each of the reviewer's suggestions and has, where resources permit, indicated a clear implementation plan, with a couple of exceptions. The first recommendation is one example. It states: "Build on existing ties in the undergraduate program with the African Studies Program and the Department of Law and Legal Studies to create opportunities for graduate students to take courses across programs." The unit has agreed to this unconditionally but has not included any action items which would signal how it plans to build on existing ties, particularly with the Department of Law and Legal Studies. The absence of a connection and solid plan for engaging with Law and Legal Studies is noted throughout the reviewer's report.

Recommendation five is also agreed to in principle but lacks any clear action items. Here, the unit could include a range of potential actions. For example, they could indicate they will be putting in a request for new faculty when positions are available. They could request CI resources if no faculty positions are available. They could explore other classes outside of their unit the students could take.

### **Unit Response and Implementation Plan: Summary of Recommendations**

<b>External Reviewer Recommendation</b>	<b>Discussant's concern</b>	<b>Discussant Recommendation</b>
#1	There are no clear action items/ strategy/ plan for addressing the first recommendation although it is agreed to by the unit.	The unit response should be changed to clarify how they will advance this item with timelines.
#5	The recommendation to have a class on Indigenous Studies/ anti-black racism and/or racial justice is agreed to in principle, but further action for pursuing this could be elaborated	The unit could add some action items for attempting to pursue this recommendation. For example, will put a request for new faculty or CI resources into budget documents, or will explore course offerings outside of unit that students can take, etc.

### **Recommendation of program outcome**

- 1) Recommended to commence

**New Program Proposal**  
**Master of Arts, Human Rights and Social Justice**  
**External Review**



### **External Reviewer Report Template – Cyclical Program Review**

The external reviewer's report serves to inform the Senate Quality Assurance and Planning Committee and Carleton University Senate. Reports can be brief on those criteria that reviewers feel are being met successfully and focus on criteria that give rise to issues and on recommendations for program improvement. In the sections below you will find bullets, taken directly from the Cyclical Review Terms of Reference and Carleton University IQAP sections 7.3.1 – 7.4.2.2.1, these are items to consider and can be used as a guide but are not individual questions requiring specific responses. At the end of the document we ask that you summarize your overall recommendations for the program.

Please note that this document will be made public, we would ask that you please refrain from using specific names or identifiers as all comments are to be held anonymous on the report.

Carleton's IQAP can be found at : <https://carleton.ca/viceprovost/wp-content/uploads/IQAP-2019-QC-ratified-191126.pdf>

### **Recommendations**

The most important part of the report from the point of view of the university will be the recommendations made for program improvement. We therefore request that all recommendations be clearly listed under 3 main categories:

- **Weakness:** Remedial action is recommended to strengthen compliance with program quality standards.
- **Concern:** Potential risk to future quality that should be considered.
- **Opportunity:** Recommendation for future enhancements

## Considerations for the Review

### The Program

- Program is consistent with the institution's mission and academic plans.
- Do the program's intellectual profile and learning outcomes match the teaching and research strengths of the academic units?
- The curriculum reflects the current state of the discipline or area of study.
- Evidence of any significant innovation or creativity in the content and/or delivery of the program relation to other such programs.
- Program requirements and learning outcomes are clear, appropriate and align with the institution's statement of the undergraduate and/or graduate Degree Level Expectations.
- Methods for assessing student achievement of the defined learning outcomes and degree learning expectations are appropriate and effective.
- Does the program contain any unique curriculum, program innovations or creative components?

### Recommendation(s):

- **Build on existing ties in the undergraduate program with the African Studies Program and the Department of Law and Legal Studies to create opportunities for graduate students to take courses across programs**
- **Create a part-time option for the graduate program**

The Human Rights and Social Justice (HRSJ) program at Carleton University has immense potential for growth and expansion, particularly in recruiting international students. It is unique in the way that it provides training for students to consider issues around social justice when studying human rights. It is a highly interdisciplinary program with several faculty members who are leaders in their areas of study. The program is committed to decolonizing and anti-colonial approaches to the understanding of human rights and social justice. It also endeavours to move beyond the crisis / trauma praxis of traditional studies in this field by developing a more holistic approach to teaching. This enables the program to recruit a particular type of student interested in community engagement and social change.

The program's objectives speak directly to the university's strategic plan, particularly the focus on expanding the university's international reputation and in recruiting international students.

We were impressed at the range of activities in the program; the intellectual environment; its interdisciplinary approach to human rights and social justice; the evolving curriculum; students' experiences in the undergraduate program; and the high quality of research conducted by the faculty. **The Department has evolved to the point where a Masters of Arts in Human Rights and Social Justice is an appropriate next stage in its development as a program. The university should create an MA program within HRSJ with the hopes of eventually establishing a PhD program.** The proposal's plan for student enrolment is, in our opinion, a viable and realistic objective. Similarly, the program has the necessary expertise and resources to implement the MA degree at this time. And we agree wholeheartedly that there is the a great deal of potential demand for this type of program, particularly for international students.

By any measure, the program's mission and identity are clearly defined. The program requirements and associated learning outcomes are explicitly formulated and align with the university's strategic priorities. None of our encounters with students included feedback to suggest that there was confusion or uncertainty around program objectives and requirements that might impact a future graduate program. We were especially impressed at the degree to which the faculty are active in community engagement. The faculty's community engagement includes a diversity of activities, from working with NGOs such as Insight and Urban Communities Cohort to pride networks, boxing clubs and Indigenous communities in Guatemala. **The program's community engagement will significantly enhance its graduate program and contribute to recruiting promising students from around the country and abroad.**

We agree with the report's analysis of similar programs in Canada and abroad as well as how they compare with the HRSJ program at Carleton University. With the proper resources, this program could become a leader within Canada. It's interdisciplinary faculty have strong ties throughout the university community. At the same time, however, **the program could endeavour to expand beyond its current primary associations with Anthropology, Law and Legal Studies, Philosophy, and Political Science.** In the field of human rights studies, for instance, historians and sociologists in particular are challenging the previous dominance of law, philosophy and political science. The HRSJ program should evolve in a similar direction by, for example, offering courses, guest speakers, recruiting graduate students, and seeking cross-appointments with these disciplines. In addition, the HRSJ program should endeavour to **build on existing ties in the undergraduate program with the African Studies Program and the Department of Law and Legal Studies (LLS) to create opportunities for graduate students to take courses across programs.** There was a notable lack of discussion in the report regarding possible overlap with the program in LLS. And there was no support letter from LLS. Yet this is an essential relationship for the future of a graduate program in HRSJ if, for no other reason, that there are almost as many professors who specialize in human rights and/or social justice studies in LLS as there are teaching in the HRSJ program. Students will - and should - expect that, in entering an HRSJ graduate program, that they will have the opportunity to take courses around campus (especially given the relatively small number of faculty in HRSJ).



We further recommend that the program explore a **part-time option for graduate students** to complete their degree. Given the potential diversity of students interested in this program - which as noted on pages 7-8 of the report include the public service and the nonprofit sector - it would be possible to attract students who are working professionals. Part-time graduate training is common at other institutions. It would only serve to enhance the intellectual atmosphere in the program as well as enrich the student experience.

## **Program Content**

- Mode(s) of delivery to meet the program's identified learning outcomes are appropriate and effective.
- In the case of graduate programs, evidence that students' time-to-completion is both monitored and managed in relation to the program's defined length and program requirements.
- In the case of graduate programs, is there a sufficient level of education and activity in research; is there sufficient provision for the development of research and analytic/interpretive skills?
- In the case of graduate programs, sufficient graduate level courses that student will be able to meet the requirements that two-thirds of their course requirements be met through courses at this level.
- Does the program have an appropriate mode or modes of delivery to achieve the program-level learning outcomes and the Degree Level Expectations onto which the program-level learning outcomes are mapped?
- Is there a clear indication of essential requirements?
- In the case of undergraduate programs, evidence of and planning for adequate numbers and quality of:
  - Faculty and staff to achieve the goals of the program;
  - Planned/anticipated class sizes,
  - Provision of supervision of experiential learning opportunities;
  - The role of adjunct and part-time faculty

## **Recommendation(s):**

- **The thesis (not major research paper) program should require students to develop a research plan, which is examined and approved by an external reviewer.**
- **Replace the current proposal to create two core courses (Approaches & Methodologies) with a more general requirement that students be required to take one (1) theory and one (1) methodology course. And that students have the option - with permission of the Graduate Advisor - to take the required methods course from outside the program.**
- **The thesis program should require students to take a course in Indigenous Studies, anti-Black racism and/or racial justice. The MRP and course-based programs should require students to take courses on each subject.**

The proposed program structure has many aspects that are laudable and, in some ways, progressive compared to other institutions. Canadian graduate programs in the humanities and social sciences are often unnecessarily course-heavy. It is common to require MA students to take six courses in addition to a thesis project. The HRSJ program proposes to require students

to take four, six and eight courses for the thesis, major paper and course-based programs respectively. **We support this structure, which provides students with appropriate training for an MA degree (and would be more than adequate training for entering a doctoral program in Canada or abroad).** Moreover, the program should consider plans for offering graduate courses in the Spring/Summer term to enable students in the course-based program to complete their degree in one year (or have the option to taking courses in other units).

The proposal, however, offers no mention of defending a research proposal for the thesis stream. **We recommend that the thesis (not major research paper) program require students to develop a research plan, which is examined and approved by an external reviewer** (external to the thesis committee). The program should also develop guidelines for creating a thesis committee and timelines for completing each aspect of the project.

There are several commendable aspects of the undergraduate program that might be replicated in the graduate program. This includes rotating courses among faculty as well as minimizing any reliance on contract instructors. It is also laudable that the program includes an explicit commitment to research methods. **But as an interdisciplinary program, the planned course requirements raise some unique challenges that would not emerge in a disciplinary department wherein the methodological practices are long established.** For example, there are no explicit methodologies specific to human rights or social justice studies. There are, to be sure, methods common to critical race theory or Indigenous studies among others. It was suggested during our deliberations that a methods course would encompass training in ethics, participatory research, and how to create research proposals. We are concerned that this does not constitute a clear methodological practice or an explicit standard that would be consistent among multiple cohorts within the MA program over time. In the social sciences, such as political science or sociology, most programs require a grounding in classical or contemporary theory as well as quantitative or qualitative methods. This proposed methods course, on the other hand, could vary significantly based on the instructor. The 'Approaches' required course is similarly vague, although we understand this course to be primarily an introduction to theory.

**We recommend replacing the two required courses with more general requirements that students be required to take one theoretical course and one research methods course. And that students have the option - with permission of the Graduate Advisor - to take the required methods course from outside the program.** Human rights and social justice scholars engage in a diversity of research practices from working with 'big data' to interviews or archival research. No single course could capture the diversity of these research methods. It would be unfortunate if students were required to take a course in methods that was unrelated to their project goals, which is why we suggest offering the option to take an alternative methods course elsewhere with the approval of the HRSJ Graduate Advisor. This approach would enable students to better tailor their training by taking, for instance, a graduate quantitative methods course in another department if the courses offered in HRSJ do not include quantitative methods. **Alternatively - for students in the thesis stream, which requires only four courses -**

**the program might retain a single core required course that focusses on theoretical perspectives and require a second “Research Design” course that guides students in developing their thesis proposal.** The Research Design course could dedicate a few weeks to exposing students to methodological issues around ethics and common research practices.

Finally, **students in the graduate program should be required to take a course on Indigenous studies, anti-Black racism and/or racial justice.** It is concerning that students can complete an entire undergraduate degree in HRSJ without any requirement to take courses specifically on these topics (albeit, courses on these topics are offered among the list of [Course Categories by Thematic Group](#)). Several years after the publication of the Truth and Reconciliation Commission’s report - and the year following the first National Day for Truth and Reconciliation - it is beholden upon post-secondary institutions (particularly in HRSJ) to provide better education in these areas. It should be an integral component of the graduate program.

### **Governance**

- Does the program have an appropriate governance and administrative structure?

**Recommendation(s): None**

### **The Faculty**

- Qualifications, research and scholarly record; class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of part-time or temporary faculty.
- Quality and availability of graduate supervision.
- Is there evidence of adequate mentoring programs for junior faculty, faculty funding, honours and awards, and commitment to student mentoring?

**Recommendation(s):**

- **Prioritize the program for a Tier 1 Canada Research Chair at the rank of full professor, preferably in the fields of Indigenous studies, anti-Black racism or racial justice, to provide leadership in research, supervision and grant funding.**

In many ways, the faculty in the HRSJ program are ideally situated to lead a graduate program. To be sure, they have the necessary qualifications to guide this program. They already supervise graduate students and teaching assistants. They have exciting research agendas and a record of community engagement. Yet there were some concerns that are

relevant to realizing the full potential for a graduate program in human rights and social justice.

- 1. The program lacks a specialist in human rights and social justice theory (or human rights law) that engages in professional activities in this field.** While the diversity of expertise in the program is a significant strength of this unit, it is unusual to have a proposed human rights studies program without faculty who publish on human rights theory and/or human rights law. Most of the teaching and research produced in the program is concerned with human rights and social justice *issues* rather than directly engaging with these fields of study. Yet the primary scholarship in, for instance, human rights is theory and legal studies. While the program justifiably seeks to expand beyond these fields, to be leader in this area, the program should include faculty who routinely engage with this scholarship. Similarly, none of the faculty are actively engaged in organizations that are prominent in this field of study, such as the International Studies Association's Human Rights Section, the American Sociological Association's Section on Human Rights, or the Association of Human Rights Institutes among others. Nor are they active in NGOs' in Canada such as Amnesty International, Equitas, civil liberties associations, or the John Humphrey Centre for Human Rights.
- 2. There are no full professors in the program** (albeit, as noted in the report, several hope to apply for promotion in the near future). More established and experienced scholars can play a critical role in recruiting graduate students. It is also noteworthy that none of the faculty have a record of securing research grants as Principal Investigators from the Social Sciences and Humanities Research Council (not including institutional grants and graduate fellowships). The report indicates that "over the past four years, faculty in the program have had significant success attracting both external and internal research funding to support their research programs and their graduate students." Yet the total amount of external funding over the past five years is less than \$70,000 or \$15,000/year (Table D.2). These issues matter for the creation of a new graduate program. The lack of grants is relevant for hiring research assistants to provide an enriching training environment for graduate students as well as mentoring students in applying for their own funding (including for a future doctoral program). For this reason, we recommend **hiring at the full professor rank, preferably in the fields of Indigenous studies, anti-Black racism or racial justice, to provide leadership in research, supervision and grant funding** (alternatively, the program might seek to recruit an established full professor from another Department at Carleton University into the HRSJ program). **Ideally, the university would prioritize this program for a Tier 1 Canada Research Chair.** A CRC would also help address another issue of concern: providing funding for international students. A common theme among our discussions with the faculty was the desperate need to find sources of funding for international students, especially for a program that

is ideally situated to recruit students from abroad. But there are few institutional sources of funding for international students at Carleton University. A CRC would provide additional resources to potentially address this gap in resources.

3. Anti-Black racism (ABR) is completely erased in the program. This might be a result of the lack of public discourse at Carleton University on ABR particularly since only the School of Social Work seems to have any demonstrated commitment to addressing ABR. This is especially curious since Carleton University is a signatory to the Scarborough Charter. The problematics of this lay in the fact that there is no recognition that anti-Blackness (not ABR) is the foundation of human rights violations world-wide. In addition, the United Nations recognized the pervasiveness of ABR globally and in 2014 declared the **International Decade for People of African Descent 2015-2024** which [Prime Minister Trudeau recognized in 2018](#). These are further strong arguments to ensure that anti-Blackness is not silenced in the program.
4. There has been a global movement away from focusing on social justice in human rights to racial justice. This shift has occurred with the understanding that social justice recentres whiteness so those who are closer to the white norm, including racialized white presenting peoples and countries in the Global South with citizens who appear white, concerns are seen as being more urgent and efforts are made to address them first. There is also the nuance of anti-Blackness within these Global South countries where ABR is not the focus of social justice advocates and assumptions are often made that a blanket or universal approach attends to all concerns of the country or population (e.g., internal activists are often silent on anti-Blackness in Arab countries, Cuba, South Asia, and Latin America for example ). Within the program descriptions, course descriptions and some highlighted resources (e.g., library website), racism is taken up minimally which signals race as an afterthought; however, as customary with a social justice lens, queer concerns and accessibility are prominent and these often excludes Black, Indigenous and racialized peoples. A racial justice (not racial equity) lens would ensure that people of all races, at their intersections, regardless of country or region are accounted for.

### **Admission Requirements**

- Admissions requirements are appropriately aligned with the learning outcomes established for the completion of the program.
- Sufficient explanation of alternative requirements, if any for admission into a graduate, second entry or undergraduate program, such as minimum grade point average, additional languages or portfolios along with how the program recognizes prior work or learning experience.

**Recommendation(s): None**

### The Students

- Is there evidence of clear communication between students, faculty and programs and university administration (e.g., handbook for students with program details, processes, important deadlines, etc.; a web site; listserv)?
- Are there sufficient mentoring programs and orientation days for graduate students?
- In the case of graduate programs, is there evidence that financial assistance for students is sufficient to ensure adequate quality and number of students?
- Evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.
- Given the advising, mentoring and support provided by the program and the university more generally through its academic services, will students in the program have a satisfactory educational experience?
- Appropriateness and effectiveness of the means of assessment, especially in the students' final year of the program, in clearly demonstrating achievement of the program learning objectives and the institution's (or the Program's own) statement of Degree Level Expectations.
- Will the program prepare students adequately for their chosen career path following graduation with respect to careers for which the program could reasonably be expected to provide a preparation?
- Is there evidence of student input into undergraduate and graduate program improvement and development (e.g., exit surveys, student representation on committees, etc.)?
- Evidence of student grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills

#### **Recommendation(s):**

- **Reduce the cap on students for graduate courses to 12 students**
- **Develop partnerships with the Indigenous Resource Centre and other systemically marginalized groups on campus to help address this concern.**
- **Include and make transparent ABR in the classroom**
- **Include an ABR course in the curricula.**
- **Adopt a racial justice lens.**

The mentoring programs and orientation for students is outlined in detail in the proposal. The Graduate Advisor and the Co-Director of the HRSJ program will organize various workshops to



be facilitated by faculty, staff and guests to help students become orientated to their program, as well as actively provide advice and mentorship. Students will be mentored to develop wholesome research skills, professional and academic conference participation including writing the abstract, public presentation and publication. These skills development will be accomplished through targeted support to help students choose their supervisors and supervising committees and engage in writing workshops. To improve professional and potentially career focused skills, student will be supported to develop skills relating to report writing, resume construction and press release writing and management. A speaker series will provide the opportunity for student to participate in local social activism or governmental programming. The courses, community-based, and experiential learning will help to prepare students to enter the job market relatively prepared in many human rights areas.

Students are assessed comprehensively through oral and written assignments and a strong component of the program is the availability of a practicum opportunity for students with limited work experience in the human rights discipline to develop their knowledge and skills and the freedom to complete independent learning with a chosen faculty or visiting scholar. The **potential to develop** these skills from others such as human rights lawyers, national or international human rights activists may provide an alternative for students to learn from others other than faculty or in their practicum. Students are expected to develop intellectually through community engagement opportunities and experiential learning. In the final year of the program, students will complete a research essay or thesis. The paper is assessed by the supervisor and a second reader while we recommend that the thesis follows the standard academic procedures as assessment.

The drop-in meeting with faculty noted widespread demand and excitement among students who participated in the consultation for this program. However, **concerns were expressed during the visits that Black, Indigenous and some groups of racialized students do not avail of mentoring opportunities including seeking advice.** We question what needs to be done to encourage these population to accept and use these supports.

Among the key concerns highlighted by the undergraduate students during their consultation with us included the benefits of seminars over lectures, the desire to take graduate studies but uninterested in taking existing programs at Carleton (but would take an MA in HRSJ), and the interdisciplinary benefits of HRSJ. Students also spoke very highly of the professors who taught in the program and aired concerns for the professors who they witnessed being harassed. Regarding the student population, we are unclear if Indigenous and Black students are enrolled in the undergraduate program and if so, did they attend the consultation? If they did not, we wonder what the barriers might have been. These questions are important since the program is primarily marketed to international students in Asia and Africa and seats will be dedicated to Black and Indigenous students.

To improve access to under-represented groups, there will be dedicated seats for Indigenous and Black students in the program. We recognize and commend the team for this important

institutional commitment. We wonder if these seats will be dedicated for Canadian or international students or both? Clarity around this would be important.

The program specifically targets international students from Asia and Africa, yet it seems that the support and resource is the same for all students. How will the students' needs be accounted for and not universalized? This is a concern as many post-secondary institutions globally have recognized the financial prudence in recruiting international students; however, the fees for international students are exorbitant and there is insufficient support and resources available to these student populations once they are on campus. In addition, given the students' migratory status, they are limited to the number of hours that they might work to help sustain themselves financially. Supports that goes beyond the basics must be made available for student especially given the nature of the course and its focus on social justice.

**There are unique opportunities** for students to learn about and get a sense of human rights and social/racial justice directly in other parts of the world. This could be achieved through an exchange program but would require additional funding for international travel through scholarship for example.

The question remains: Is 12 students per year to be admitted to the MA program a somewhat ambitious target? This is especially pertinent. How would students be supported academically throughout their studies and even more important how would the faculty navigate graduate supervision where there is a lack of FTE faculty facilitating courses in the program.

Some suggestions about student employment after graduation requires further explanation or clarity: For example, there are some suggestions that graduates could find work within various disciplines including counselling services and human resources. Clarity is required regarding this information; student who graduate from the HRSJ program would unlikely find employment as counsellors or in human resources unless they have other education and experience in these areas. It is important to clarify the details of the information as to where students can potentially find work after they graduate.

Does the program have plans for how they might help students find PhD programs in this field of study? One of the benefits of the MA program is that the program will have TAs (paid by central administration) for their undergraduate program, which is far preferable than having to 'borrow' from other Departments. *How would students who complete research paper in their final assessment be position to go into doctoral programs?*

## **Resources**

- Is the program adequately resourced, including a sufficient number of faculty with acceptable levels of teaching expertise and competence, and of continuing research and publishing activity?

- Does the program have sufficient support staff, sufficient space, and sufficient library, laboratory and technological resources?
- Appropriateness and effectiveness of the academic unit's use of existing human, physical and financial resources in delivering its program(s). In making this assessment, reviewers must recognize the institution's autonomy to determine priorities for funding, space and faculty allocation.

#### **Recommendation(s):**

- **Provide an additional administrative position to support the creation of the new program and to manage future growth. At least 0.5 FTE and possibly 1.0 FTE to include responsibilities around special events coordinating and communication.**
- **Devise strategies to increase faculty's access to research funding.**
- **Implement institutional mechanisms to support faculty and staff who experience harassment resulting from their involvement in the MA program.**

The administrative staff recommended an additional position to assist with special events coordination and communication (notably social media). An alternative might be to hire students each year to do this work albeit the Program Coordinator would have to supervise their work. Staff stressed during the virtual visit of physical space the need for full 1.0 position for staff position. The program Directors seemed content with existing institutional resources such as computer labs and did not see this as a priority. The proposal noted that a Graduate Advisor position, appointed for a three-year term, will be responsible for all aspects of the graduate program. It is unclear as to what will happen with this position after the initial term so this needs to be clarified.

The student to course faculty ratio is one of - if not the highest - among existing undergraduate programs at Carleton. As well, there needs to be a recognition of the student-focused work/support that is done within an under-resourced environment. For example, enrolment-based funding does not credit faculty for students that they teach. If the HR department seeks growth with the introduction of the proposed MA program, then additional faculty with content expertise and administrative resources will need to be increased to address current constraint and mitigate against student potentially falling through the cracks. However, the proposed program could offer a new leadership structure and the opportunity to share resources within the unit including faculty support.

We note previously the obvious gaps within faculty members who are mostly associate professors and who currently are not involved with human rights and social/racial justice organizations; none has research expertise and publication in the theory of human rights. While some do have direct experience with related entities, the human rights and social/racial justice

discourse has shifted significantly and a lack of direct participation amongst faculty could pose knowledge gaps for students.

None of the faculty appear to have a research focus of anti-Blackness although one or two do have research expertise and work experience from a continental African context (not North America, Europe). Given that human rights and social/racial justice is predicated on anti-Blackness, not to be mistaken for anti-Black racism narrowly, and this area is completely missing in the proposal, **how will students develop a global knowledge of human rights and racial justice given this significant gap?**

We learned that some faculty members cannot access research funding, and that this may be connected to the small amount of research awards achieved by faculty members in the undergraduate program over the last five years. Are there mechanisms to support faculty's access to research funding? This would also be important to help build student's research profile for their final essay and thesis.

There is no funding for any student and none targeted for Black and Indigenous students, populations identified as being significantly systemically disadvantaged. We suggest that scholarships be sought for these students to help address structural disadvantages. Since the program depends on international students and the fees are exorbitantly high, we would like to see some consideration given to this.

#### **Postdoctoral Fellows**

- Is there an adequate account of the number and length of appointment of postdoctoral fellows who can contribute to the program and of the character of their contribution?

**Recommendation(s): None**

#### **Program Enhancement**

- Initiatives taken to enhance the quality of the program and the associated learning and teaching environment?

**Recommendation(s): None**

The proposed HRSJ MA program is an important addition to Carleton university but with its innovative and creative approach may challenge the status quo according to feedback heard during the consultation. Concerns were expressed that senior administration may not appreciate this perspective. The emphasis on decoloniality, experiential learning and partnerships with the community are teaching and learning avenues that will support students' intellectual growth and their ability to connect theory to practice. Impressively, what is

considered “non-traditional” knowledge, and which is often delegitimized will be recognized in the program.

<b>Criterion specific to Graduate Programs</b>
--

A graduate degree must ensure that the holder has achieved an appropriate level of intellectual development beyond that acquired during the undergraduate program. For those programs that also serve the purpose of professional or vocational training, it is essential that the intellectual and professional outcomes and content be more advanced than those of the undergraduate degree.

**Masters Programs**

- Master's degrees and graduate diplomas must include a component whereby research and analytical/interpretive skills are developed. This component can take the form of a thesis, a major research paper or short research papers within the courses required for the degree, a comprehensive examination, or other specified activity appropriate for the discipline or interdisciplinary area and designed to test the acquisition of analytical/interpretive skills. It is incumbent on the program to demonstrate in the brief that the requirements are appropriate for the discipline or interdisciplinary area and how their outcomes are achieved.
- The research-oriented master's program in an academic discipline offered to the graduate with an honours undergraduate degree in that discipline is the most traditional sequence. Research-oriented master's programs in interdisciplinary areas have recently become more common, allowing innovative opportunities for students from a range of honours undergraduate degree programs. Advanced courses and the challenge of doing intensive research, usually resulting in a thesis, research project, major research paper or cognate essay, are provided as a means of developing the skills and intellectual curiosity required for doctoral studies and/or a leadership role in society
- The course-based master's program offers advanced training to a similar clientele. While this type of program does not require the performance of research resulting in a thesis, it must contain elements that ensure the development of research and analytical/interpretive skills.
- The professional master's or graduate diploma program offers to the graduate of any one of several honours or other undergraduate programs a coordinated selection of courses in a range of disciplines, together with the application of related skills, in preparation for entry into a profession or as an extension of the knowledge base required of practising professionals. Such programs also need to develop research and analytical/interpretive skills relevant to the profession.

### Additional Comments:

The proposed MA HRSJ has a lot of potential given its unique stance and stated differences from other existing programs. We commend the HR department and the lead architects of the proposal for their careful crafting and details provided. We also note that the proposed program has support from many constituents across the university including administrators and students. The staff showed passion and excitement for the program and look forward to its implementation. We have provided what we consider to be a thorough review of the program based on the documentation presented and the wide community consultation process. We believe that the proposed program in its current form is close to being an extraordinary program that would benefit Carleton University broadly; it need some tweaking before it implemented.

### Summary of Recommendations

Use the chart below to summarize your overall recommendations for the program.

Recommendation	Category (Weakness, Concern, Opportunity)
Build on existing ties in the undergraduate program with the African Studies Program and the Department of Law and Legal Studies to create opportunities for graduate students to take courses across programs	Opportunity
Create a part-time option for the graduate program	Opportunity
Replace the current proposal to create two core courses (Approaches & Methodologies) with a more general requirement that students be required to take one (1) theory and one (1) methodology course. And that students have the option - with permission of the Graduate Advisor - to take the required methods course from outside the program.	Concern
The thesis (not major research paper) program should require students to develop a research plan, which is examined and approved by an external reviewer.	Opportunity
The thesis program should require students to take a course in Indigenous Studies, anti-Black racism and/or racial justice. The MRP and course-based programs should require students to take courses on each subject.	Concern
Prioritize the program for a Tier 1 Canada Research Chair at the rank of full professor, preferably in the fields of Indigenous studies, anti-Black racism or racial justice, to provide leadership in research, supervision and grant funding.	Weakness

Reduce the cap on students for graduate courses to 12 students	Concern
Provide an additional administrative position to support the creation of the new program and to manage future growth. At least 0.5 FTE and possibly 1.0 FTE to include responsibilities around special events coordinating and communication.	Concern
Develop partnerships with the Indigenous Resource Centre and other systemically marginalized groups on campus to help address lack of Black, Indigenous and racialized students not seeking support/advise.	Opportunity
Include an ABR course in the curricula.	Weakness
Explore ways to expose students to human rights experience globally through an exchange program.	Opportunity.
Devise strategies to increase faculty's access to research funding.	Concern
Implement institutional mechanisms to support faculty and staff who experience harassment resulting from their involvement in the MA program.	Concern
Adopt a racial justice lens for the program.	Concern



## Internal Reviewer Site Visit Report

Name: \_\_\_\_\_

Program(s) being reviewed: \_\_\_\_\_

Date of visit: \_\_\_\_\_

Please provide brief comments on the site visit and particularly anything you feel should be brought to the attention of the Vice-Provost and Associate Vice-President (Academic):

**Human Rights and Social Justice  
Unit Response to External Reviewers' Report & Implementation Plan  
Programs Being Reviewed: Graduate Programs**

**Note: This document is forwarded to Senate, the Quality Council and posted on the Vice- Provost's external website.**

**Introduction & General Comments**

Please include any general comments regarding the External Reviewers' Report.

We are pleased to receive this comprehensive external review report based on a consultation process which took place in March 2022. We would like to highlight one of the many positive statements in the report: "The Department has evolved to the point where a Masters of Arts in Human Rights and Social Justice is an appropriate next stage in its development as a program. The university should create an MA program within HRSJ with the hopes of eventually establishing a PhD program. The proposal's plan for student enrolment is, in our opinion, a viable and realistic objective. Similarly, the program has the necessary expertise and resources to implement the MA degree at this time. And we agree wholeheartedly that there is the a great deal of potential demand for this type of program, particularly for international students." (p.4).

Notwithstanding the areas of further enhancements and modifications mentioned in the recommendation section, we believe that Drs. Mullins and Clement have written a report that demonstrates enthusiastic support for our proposal.

For each recommendation one of the following responses must be selected:

**Agreed to unconditionally:** used when the unit agrees to and is able to take action on the recommendation without further consultation with any other parties internal or external to the unit.

**Agreed to if additional resources permit:** used when the unit agrees with the recommendation, however action can only be taken if additional resources are made available. Units must describe the resources needed to implement the recommendation and provide an explanation demonstrating how they plan to obtain those resources. In these cases, discussions with the Deans will normally be required and therefore identified as an action item.

**Agreed to in principle:** used when the unit agrees with the recommendation, however action is dependent on something other than resources. Units must describe these dependencies and determine what actions, if any, will be taken.

**Not agreed to:** used when the unit does not agree with the recommendation and therefore will not be taking further action. A rationale must be provided to indicate why the unit does not agree (no action should be associated with this response).

**Calendar Changes**

If any of the action items you intend to implement will result in calendar changes, please describe what those changes will be. To submit a formal calendar change, please do so using the Courseleaf system.

## UNIT RESPONSE AND IMPLEMENTATION PLAN

**Programs Being Reviewed:**

**Prepared by (name/position/unit):**

External Reviewer Recommendation & Categorization	Unit Response: 1- Agreed to unconditionally 2- Agreed to if additional resources permit (describe resources) 3- Agreed to in principle 4- Not agreed to Rationales are required for categories 2, 3 & 4	Action Item	Owner	Timeline	Will the action described require calendar changes? (Y or N)
<b>Opportunity:</b> Build on existing ties in the undergraduate program with the African Studies Program and the Department of Law and Legal Studies to create opportunities for graduate students to take courses across programs.	1-Agreed to unconditionally	The IIS Director will schedule separate one-on-one meetings with the Chair of Law and Legal Studies and the Director of the Institute of African Studies to identify strategies for strengthening connections and collaborations between each unit and IIS.	IIS Director	Winter 2023 academic term	N
<b>Opportunity:</b> Create a part-time option for the graduate program.	1-Agreed to unconditionally	Action: Students already have an option to register as a part-time student so we will ensure students have access to information about this pathway such as dedicating part of our webpage to a full explanation of this option.	Director/Associate Director/Graduate Advisor	n/a	N
<b>Concern:</b> Replace the current proposal to create two core courses (Approaches & Methodologies) with a more general requirement that students be required to take one (1) theory and one (1) methodology course. And that students have the option - with permission of the Graduate Advisor - to take the required methods course from outside the program.	3 – Agreed to in principle  While we agree that students can be allowed to take a required methods course outside of the program with permission of the Grad Advisor, we wish to write only that into the program of study and leave the core	The program of study will be amended to indicate that students may request to take a methods course outside of the program with the permission of the Graduate Advisor.	IA/ Grad Advisor/ FASS Associate Dean	IA will request minor editorial change in Courseleaf; if full approval is needed this can be submitted in	Y

	<p>requirements as they have been designed. We feel that it is important that students take a standard course in theory.</p> <p>HUMR 5901 [0.5] Critical Approaches to Human Rights and Social Justice</p> <p>HUMR 5902 [0.5] Critical Methodologies in Human Rights and Social Justice</p>			summer 2023 when Courseleaf opens.	
<b>Opportunity:</b> The thesis (not major research paper) program should require students to develop a research plan, which is examined and approved by an external reviewer.	1-Agreed to unconditionally	Action: Internal policy on this issue will be developed in preparation for the thesis manual that will be provided to students.	Director/Associate Director/ Graduate Advisor	Winter 2023	N
<b>Concern:</b> The thesis program should require students to take a course in Indigenous Studies, anti-Black racism and/or racial justice. The MRP and course-based programs should require students to take courses on each subject.	3-Agreed in principle	We agree in principle that students should be required to take a course in Indigenous Studies, anti-Black racism and/or racial justice. We have included such a course in the curriculum. However, we would require additional faculty resources to offer courses in this area of expertise.	Director/Associate Director/Graduate Advisor	2022-23	N
<b>Weakness:</b> Prioritize the program for a Tier 1 Canada Research Chair at the rank of full professor, preferably in the fields of Indigenous studies, anti-Black racism or racial justice, to provide leadership in research, supervision and grant funding.	3-Agreed in principle	In the Volume 1, we noted that the business plan for this new program included one more faculty hire and that this would provide us with sufficient resources to offer this program. While we would, of course, welcome additional resources, committing to a CRC position is beyond the scope of what we can promise at this time.	Director	n/a	N

		Action: continue discussions with Dean			
<b>Concern:</b> Reduce the cap on students for graduate courses to 12 students.	1-Agreed to unconditionally  While we had initially suggested a larger cohort, we agree that 12 is a reasonable size for graduate courses, at least in the initial year.	Since this is a new program and the courses don't yet exist, there is no resource implication of the suggested cap. We expect the first cohort to be closer to 8-10 students, so a cap of 12 would still allow space for other students to take offered courses. However, this cap will be set for the first year of implementation only and will be revisited after the program is launched to determine feasibility.	Director/ Institute Administrator	Cap of 12 will be set by IA during the timetabling cycle after the program is approved. Director will revisit this cap with IA in January of the first year of implementation to assess if cap should stand.	N
<b>Concern:</b> Provide an additional administrative position to support the creation of the new program and to manage future growth. At least 0.5 FTE and possibly 1.0 FTE to include responsibilities around special events coordinating and communication.	2-Agreed to if resources permit.	Action: The Dean of FASS is aware of this important stipulation and condition. The success of the proposed program depends on hiring a grad administrator. This is an ongoing discussion and we require this position to launch the program.	Director	Summer/Fall 2022	N

<b>Opportunity:</b> Develop partnerships with the Indigenous Resource Centre and other systemically marginalized groups on campus to help address lack of Black, Indigenous and racialized students not seeking support/advise.	1-Agreed to unconditionally	Action: Consult with Department of Equity and Inclusive Communities, RIFA (Racialized and Indigenous Faculty Association), and The Centre for Indigenous Support and Community Engagement.	Director/Associate Director/Graduate Advisor	continuous	N
<b>Weakness:</b> Include an ABR course in the curricula.	1-Agreed to unconditionally	On the recommendation regarding the ABR course please see the course included in the Appendix of our volume. We have included the following class in the curriculum:  HUMR 5303 [0.5 credit] Critical Race Theory: Discourses of global racism against Black, Indigenous, and people of colour; ongoing colonization, social criminalization, and gendered and racialized immigration policies examined from grounded theorizing and practice of anti-racist work.	Director/Associate Director	n/a	N
<b>Opportunity:</b> Explore ways to expose students to human rights experience globally through an exchange program.	3-Agreed to in principle	We also agree in principle that an exchange program be considered however, we would need to conduct more research on this matter and consult possible partnerships as well as funding options. This recommendation would indeed enhance the program, but would require additional funding and potentially faculty resources.	Director/Associate Director/Graduate Advisor	2022-2023	N

<b>Concern:</b> Devise strategies to increase faculty's access to research funding.	1-Agreed to unconditionally	Action: Increase internal mentorship of pre-tenure faculty. Increase assistance to tenured faculty interested in research funding through collaborative work. NB: ODFASS has hired a research facilitator in the past year specifically focused on pre-tenure faculty applying for funding. There has been some success on this front as a result.	Director/Associate Director	continuous	N
<b>Concern:</b> Implement institutional mechanisms to support faculty and staff who experience harassment resulting from their involvement in the MA program.	1-Agreed to unconditionally	Note: There are several institutional mechanisms already available to faculty and staff regarding harassment including access to Human Resources and CUPE 2424 and CUASA. We will ensure that faculty are aware of these resources.	Director	continuous	N
<b>Concern:</b> Adopt a racial justice lens for the program.	1-Agreed to unconditionally	Action: This is already our commitment and one of the driving narratives behind the proposed MA.	Faculty and staff	n/a	N

**Human Rights and Social Justice**  
**Dean's Response**  
**Programs Being Reviewed: MA Human Rights and Social Justice**  
**Date: 15 August 2022**  
**Version: 1**

**Instruction**

The table below has been pre-populated with the external reviewer recommendations. Please complete the Dean's Response column by providing a separate response to each of the external reviewers' recommendations, as required by the QAF (5.3.1).

<b>Dean's Response</b>  <b>Programs Being Reviewed: MA Human Rights and Social Justice</b>  <b>Prepared by: Dr. Augustine Park</b>	
External Reviewer Recommendation & Categorization	<b>Dean's response</b> A response is required for each recommendation listed.
<b>Opportunity:</b> Build on existing ties in the undergraduate program with the African Studies Program and the Department of Law and Legal Studies to create opportunities for graduate students to take courses across programs.	<i>We agree that the MA in HRSJ can build on existing ties, not only in African Studies and Law and Legal Studies, but also with other programmes with which HRSJ has strong relationships, including Indigenous and Canadian Studies, Sociology and Anthropology, Women and Gender Studies etc. We are pleased that MA students in HRSJ will have opportunities to take courses in related programmes.</i>
<b>Opportunity:</b> Create a part-time option for the graduate program.	<i>We agree with the unit's approach to ensuring that students can easily access information about part-time studies.</i>
<b>Concern:</b> Replace the current proposal to create two core courses (Approaches & Methodologies) with a more general requirement that students be required to take one (1) theory and one (1) methodology course. And that students have the option - with permission of the Graduate Advisor - to take the required methods course from outside the program.	<i>The ERs' recommendation appears to reflect a miscommunication about the proposed core courses as the ERs and unit are both proposing a theory and a methods course. Students can always make requests relating to satisfying course requirements.</i>



<p><b>Opportunity:</b> The thesis (not major research paper) program should require students to develop a research plan, which is examined and approved by an external reviewer.</p>	<p><i>We support the unit's approach of developing an internal policy on the approval of the thesis research plan.</i></p>
<p><b>Concern:</b> The thesis program should require students to take a course in Indigenous Studies, anti-Black racism and/or racial justice. The MRP and course-based programs should require students to take courses on each subject.</p>	<p><i>The unit's response is reasonable. They do not currently have the resources to offer specialized, required courses, but they do include these important themes in their curriculum in various proposed HUMR 5XXX courses (especially HUMR 5303: Critical Race Theory, HUMR: 5306: Terrorism and Islamophobia, HUMR 5502: Global Indigenous Knowledges).</i></p>
<p><b>Weakness:</b> Prioritize the program for a Tier 1 Canada Research Chair at the rank of full professor, preferably in the fields of Indigenous studies, anti-Black racism or racial justice, to provide leadership in research, supervision and grant funding.</p>	<p><i>A new faculty hire is not guaranteed given the process for allocating new positions; however, the Dean will advocate for a new faculty hire for the programme.</i></p>
<p><b>Concern:</b> Reduce the cap on students for graduate courses to 12 students.</p>	<p><i>The cap on course size is decided by the unit, but we support the unit's decision to lower the cap on the courses for this programme.</i></p>
<p><b>Concern:</b> Provide an additional administrative position to support the creation of the new program and to manage future growth. At least 0.5 FTE and possibly 1.0 FTE to include responsibilities around special events coordinating and communication.</p>	<p><i>The Dean agrees to a new administrative position, specifically a graduate programme administrator.</i></p>
<p><b>Opportunity:</b> Develop partnerships with the Indigenous Resource Centre and other systemically marginalized groups on campus to help address lack of Black, Indigenous and racialized students not seeking support/advise.</p>	<p><i>The unit's approach of consulting with relevant groups on campus is sensible.</i></p>

<b>Weakness:</b> Include an ABR course in the curricula.	<i>We agree that the unit has already proposed a course on racism that includes the theme of anti-Black racism.</i>
<b>Opportunity:</b> Explore ways to expose students to human rights experience globally through an exchange program.	<i>We agree with the unit that they do not currently have the resources to mount an exchange programme; however, we appreciate that the unit is open to exploring ideas that may enrich their programme.</i>
<b>Concern:</b> Devise strategies to increase faculty's access to research funding.	<i>We appreciate that the unit has given thought to improving mentorship of pre-tenure faculty and to encouraging collaborative research. As noted, ODFASS has hired an early career research facilitator and has an experienced research facilitator for faculty at all career stages. FASS continues to offer awards for seed and bridge funding (e.g., FASS Early Career Research Award etc.).</i>
<b>Concern:</b> Implement institutional mechanisms to support faculty and staff who experience harassment resulting from their involvement in the MA program.	<i>We agree with the unit's strategy of ensuring faculty are made aware of suitable resources on campus.</i>
<b>Concern:</b> Adopt a racial justice lens for the program.	<i>We support the unit's commitment to racial justice as a central facet of the programme.</i>

## **External Reviewer Biographies**

**MA in Human Rights and Social Justice, March 21-23, 2022**



**Dr. Dominique Clement, University of Alberta**

My areas of expertise include human rights law and activism; social movements and the nonprofit sector; inequality and discrimination in the workplace; immigration and settlements policies and practices; national security policies and counterterrorism; security and the Olympics; feminism and the women's movement; and freedom of information policy. In general, my scholarship is concerned with social and political change in Canada and the ability of marginalized people to challenge state power as well as the hegemony of law. I am an historical sociologist whose research crosses the humanities and social sciences with a particular focus on the sociology of human rights, labour studies, national security and counterterrorism, social policy, historical sociology, research methods, and comparative research. My work includes extensive engagement with state agencies, community organizations, and academic associations in Canada and abroad. My public policy experience includes consulting for the Canadian Human Rights Commission and the Canadian Museum for Human Rights among others. I have also been active in working with NGOs to develop public policy including as a former member of the Board of Directors for the Canadian Civil Liberties Association, the British Columbia Civil Liberties Association, the Centre for Constitutional Studies, and the John Humphrey Centre for Human Rights. In addition to my scholarship, my international experience includes serving as a Visiting Scholar in Australia, Belgium, China, Ireland, and the United Kingdom. I have published in American, Australian, British, Canadian, and Chinese journals. I have led research projects around issues involving EDI (such as studies on gender discrimination in the workplace) and, more recently, how the nonprofit sector can contribute to fostering engagement with democratic institutions. I am fluently bilingual in French and English with experience working in both languages



**Dr. Delores Mullings, Memorial University**

Dr. Mullings is a Professor, former Interim Associate Dean, Undergraduate Programs and former Chair in Teaching and Learning at Memorial University, School of Social Work. Her scholarly interests fall under the umbrella of Anti-Black racism and Critical Race theory. Dr. Mullings' research informs her teaching and learning pedagogy as well as a strong history of community engaged scholarship including community collaboration, supporting students in community service-learning projects, and partnering with interdisciplinary scholars nationally and internationally. She has an innate love for the Scholarship of Teaching and Learning (SoTL) which is exemplified in the decolonized learner-centred, community-engaged approach that she employs by integrating a variety of teaching pedagogy to challenge and engage learners in ways that respect their knowledge, life experiences, agency, and differing social locations.

# Program Change Request

## New Program Proposal

Date Submitted: 03/31/21 1:13 pm

Viewing: **TBD-2088 : M.A. Human Rights and Social Justice**

Last edit: 11/25/21 11:52 am

Last modified by: sandrabauer

Changes proposed by: sandrabauer

### In Workflow

1. IASS ChairDir GR
2. AS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. Future Cycle
9. SCCASP
10. SQAPC
11. Senate
12. CalEditor

### Approval Path

1. 04/01/21 9:13 am  
Julie Garlen (juliegarlen):  
Approved for IASS  
ChairDir GR
2. 05/10/21 10:59 am  
Peter Thompson  
(peterthompson):  
Approved for AS Dean
3. 05/11/21 5:02 pm  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD Dean
4. 05/11/21 5:04 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE GRAD FCC
5. 06/01/21 2:19 pm  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD FCC
6. 06/16/21 10:38 am  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD FBoard
7. 09/09/21 2:49 pm  
Natalie Phelan  
(nataliephelan):  
Approved for PRE  
SCCASP

Effective Date	2022-23
Workflow	majormod
Program Code	TBD-2088
Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Institute of Interdisciplinary Studies
Degree	Master of Arts
Title	M.A. Human Rights and Social Justice

## Program Requirements

---

### M.A. Human Rights and Social Justice (4.0 credits)

Requirements - Thesis pathway:

<b>1. 0.5 credit in:</b>		0.5
<a href="#">HRSJ 5901</a> [0.0]	Critical Approaches to Human Rights and Social Justice	
<b>2. 0.5 credit in:</b>		0.5
<a href="#">HRSJ 5902</a> [0.0]	Critical Methodologies in Human Rights and Social Justice	
<b>3. 1.0 credit in</b>	5000-level HRSJ courses or approved graduate courses from outside of the department. No more than 1.0 credit in Directed Studies may be used to fulfil degree requirements.	1.0
<b>4. 2.0 credits in:</b>		2.0
<a href="#">HRSJ 5909</a> [0.0]	Thesis	
Total Credits		4.0

Requirements - Research essay pathway:

<b>1. 0.5 credit in:</b>		0.5
<a href="#">HRSJ 5901</a> [0.0]	Critical Approaches to Human Rights and Social Justice	
<b>2. 0.5 credit in:</b>		0.5
<a href="#">HRSJ 5902</a> [0.0]	Critical Methodologies in Human Rights and Social Justice	
<b>3. 2.0 credits in</b>	5000-level HRSJ courses or approved graduate courses from outside of the department. No more than 1.0 credit in Directed Studies may be used to fulfil degree requirements.	2.0
<b>4. 1.0 credit in:</b>		1.0
<a href="#">HRSJ 5908</a> [0.0]	Research Essay	
Total Credits		4.0

Requirements - Coursework pathway:

<b>1. 0.5 credit in:</b>		0.5
<a href="#">HRSJ 5901</a> [0.0]	Critical Approaches to Human Rights and Social Justice	
<b>2. 0.5 credit in:</b>		0.5
<a href="#">HRSJ 5902</a> [0.0]	Critical Methodologies in Human Rights and Social Justice	
<b>3. 3.0 credits in</b>	5000-level HRSJ courses or approved graduate courses from outside of the department. No more than 1.0 credit in Directed Studies may be used to fulfil degree requirements.	3.0
Total Credits		4.0

11/15/22, 1:12 PM		M.A. Human Rights and Social Justice	
New Resources		No New Resources	
Summary		Add new program: M.A. Human Rights and Social Justice	
Rationale		Please consult V1 for further information.	
Transition/Implementation		New program	
Program reviewer comments		<p><b>sandrabauer (05/05/21 12:52 pm):</b> Added comment regarding maximum number of DS credits used to fulfil degree requirements.</p> <p><b>sandrabauer (05/18/21 5:09 pm):</b> Modify total credits required (and electives item) down by 1.0. Total credits now 4.0.</p> <p><b>sandrabauer (11/25/21 11:52 am):</b> Changed HUMR course code to HRSJ at request of program</p>	

Key: 2088

# Program Change Request

## New Program Proposal

Date Submitted: 03/31/21 1:13 pm

Viewing: **TBD-2089 : M.A. Human Rights and Social Justice Admission Requirements**

Last edit: 06/16/21 10:37 am

Last modified by: sandrabauer

Changes proposed by: sandrabauer

### In Workflow

1. IASS ChairDir GR
2. AS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. Future Cycle
9. SCCASP
10. SQAPC
11. Senate
12. CalEditor

### Approval Path

1. 04/01/21 9:13 am  
Julie Garlen (juliegarlen):  
Approved for IASS  
ChairDir GR
2. 05/10/21 10:59 am  
Peter Thompson  
(peterthompson):  
Approved for AS Dean
3. 05/11/21 5:02 pm  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD Dean
4. 05/11/21 5:04 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE GRAD FCC
5. 06/01/21 2:19 pm  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD FCC
6. 06/16/21 10:38 am  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD FBoard
7. 09/09/21 2:49 pm  
Natalie Phelan  
(nataliephelan):  
Approved for PRE  
SCCASP

Effective Date	2022-23
Workflow	majormod
Program Code	TBD-2089
Level	Graduate
Faculty	Faculty of Arts and Social Sciences
Academic Unit	Institute of Interdisciplinary Studies
Degree	
Title	M.A. Human Rights and Social Justice Admission Requirements

## Program Requirements

---

## Admission

---

The normal requirement for admission to the M.A. Human Rights and Social Justice is a B.A. Honours degree with a minimum B+ average in human rights or social justice or a related field, and demonstrated English proficiency.

Applicants possessing an undergraduate honours degree from other fields of study may be admitted with additional requirements which will be specified on the offer of admission.

---

New Resources	No New Resources
Summary	*associated with new program Human Rights and Social Justice M.A.* Add admission requirements for M.A. Human Rights and Social Justice
Rationale	New program
Transition/Implementation	New program

---

Program reviewer  
comments

Key: 2089



# Course Change Request

## New Course Proposal

Date Submitted: 04/24/21 6:36 pm

Viewing: **HRSJ 5905 : Practicum**

Last edit: 11/25/21 11:46 am

Changes proposed by: sandrabauer

### In Workflow

1. IASS ChairDir GR
2. AS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. Future Cycle
9. SCCASP
10. SQAPC
11. Senate
12. Banner

### Approval Path

1. 04/24/21 6:34 pm  
Sandra Bauer  
(sandrabauer): Rollback  
to Initiator
2. 04/28/21 9:40 am  
Julie Garlen (juliegarlen):  
Approved for IASS  
ChairDir GR
3. 05/10/21 10:59 am  
Peter Thompson  
(peterthompson):  
Approved for AS Dean
4. 05/11/21 5:03 pm  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD Dean
5. 05/11/21 5:04 pm  
Sandra Bauer  
(sandrabauer): Approved  
for PRE GRAD FCC
6. 06/09/21 12:29 pm  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD FCC
7. 06/16/21 10:38 am  
Sandra Bauer  
(sandrabauer): Approved  
for GRAD FBoard
8. 09/09/21 2:48 pm  
Natalie Phelan  
(nataliephelan):

Effective Date	2022-23
Workflow	majormod
New Resources	
Level	Graduate
Course Code	HRSJ
Course Number	5905
Title	Practicum
Title (short)	Practicum

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Institute of Interdisciplinary Studies
Credit Value	0.50
Significant Experiential Learning	Practica or Placements (including Clinical Placements)
Course Description	Grounded in experiential learning principles and community engagement practices, students work with partnering institutions and organizations or social justice initiatives and movements to situate their scholastic knowledge of rights-based advocacy and struggles to achieve social justice.
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	
U Ottawa Code	

---

Grade Mode	Satisfactory/Unsatisfactory
Schedule Type	*Practicum  *May constitute a major modification under Carleton's IQAP. Please consult <a href="https://carleton.ca/viceprovost/major-minor-modifications/">https://carleton.ca/viceprovost/major-minor-modifications/</a> for more details.
Unpaid Placement	Yes
Summary	*associated with new program Human Rights and Social Justice M.A.*

# Course Change Request

## New Course Proposal

Date Submitted: 04/24/21 6:37 pm

Viewing: **HRSJ 5908 : Research Essay**

Last edit: 11/25/21 11:47 am

Changes proposed by: sandrabauer

Programs referencing this course [M.A. Human Rights and Social Justice](#)

### In Workflow

1. IASS ChairDir GR
2. AS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. Future Cycle
9. SCCASP
10. SQAPC
11. Senate
12. Banner

### Approval Path

1. 04/24/21 6:35 pm  
Sandra Bauer  
(sandrabauer): Rollback to Initiator
2. 04/28/21 9:41 am  
Julie Garlen (juliegarlen): Approved for IASS ChairDir GR
3. 05/10/21 10:59 am  
Peter Thompson  
(peterthompson): Approved for AS Dean
4. 05/11/21 5:03 pm  
Sandra Bauer  
(sandrabauer): Approved for GRAD Dean
5. 05/11/21 5:04 pm  
Sandra Bauer  
(sandrabauer): Approved for PRE GRAD FCC
6. 06/09/21 12:29 pm  
Sandra Bauer  
(sandrabauer): Approved for GRAD FCC
7. 06/16/21 10:38 am  
Sandra Bauer  
(sandrabauer): Approved for GRAD FBoard
8. 09/09/21 2:48 pm  
Natalie Phelan  
(nataliephelan):

Effective Date	2022-23
Workflow	majormod
New Resources	
Level	Graduate
Course Code	HRSJ
Course Number	5908
Title	Research Essay
Title (short)	Research Essay

---

Faculty	Faculty of Arts and Social Sciences
Academic Unit	Institute of Interdisciplinary Studies
Credit Value	1.0
Significant Experiential Learning	Case Studies
Course Description	Examination of an approved topic in an area of specialization of either the Institute faculty or associated faculty from across the University. Students will have a supervisor and a second reader.
Prerequisite(s)	
Class Format	
Precluded Courses	
Also listed as	
Piggybacked Courses	
U Ottawa Code	

---

Grade Mode	Standard Letter Grade
Schedule Type	*Research Essay  *May constitute a major modification under Carleton's IQAP. Please consult <a href="https://carleton.ca/viceprovost/major-minor-modifications/">https://carleton.ca/viceprovost/major-minor-modifications/</a> for more details.
Unpaid Placement	No
Summary	*associated with new program Human Rights and Social Justice M.A.*
Rationale for new	*associated with new program Human Rights and Social Justice M.A.*

course

Course reviewer  
comments

**sandrabauer (04/24/21 6:35 pm):** Rollback: changed to major mod and resubmitted  
**sandrabauer (05/05/21 3:26 pm):** Removed experiential learning activity statement - CourseLeaf field is already activated  
**sandrabauer (11/25/21 11:47 am):** Changed code to HRSJ at department's request, initially for graduate courses.

Key: 10257

[Preview Bridge](#)

# Course Change Request

## New Course Proposal

Date Submitted: 04/24/21 6:37 pm

Viewing: **HRSJ 5909 : Thesis**

Last edit: 11/25/21 11:47 am

Changes proposed by: sandrabauer

Programs referencing this course [M.A. Human Rights and Social Justice](#)

### In Workflow

1. IASS ChairDir GR
2. AS Dean
3. GRAD Dean
4. PRE GRAD FCC
5. GRAD FCC
6. GRAD FBoard
7. PRE SCCASP
8. Future Cycle
9. SCCASP
10. SQAPC
11. Senate
12. Banner

### Approval Path

1. 04/24/21 6:33 pm  
Sandra Bauer  
(sandrabauer): Rollback to Initiator
2. 04/28/21 9:41 am  
Julie Garlen (juliegarlen): Approved for IASS ChairDir GR
3. 05/10/21 10:59 am  
Peter Thompson  
(peterthompson): Approved for AS Dean
4. 05/11/21 5:03 pm  
Sandra Bauer  
(sandrabauer): Approved for GRAD Dean
5. 05/11/21 5:04 pm  
Sandra Bauer  
(sandrabauer): Approved for PRE GRAD FCC
6. 06/09/21 12:29 pm  
Sandra Bauer  
(sandrabauer): Approved for GRAD FCC
7. 06/16/21 10:38 am  
Sandra Bauer  
(sandrabauer): Approved for GRAD FBoard
8. 09/09/21 2:49 pm  
Natalie Phelan  
(nataliephelan):

Effective Date 2022-23

Workflow majormod

New Resources

Level Graduate

Course Code HRSJ

Course Number 5909

Title Thesis

Title (short) Thesis

---

Faculty Faculty of Arts and Social Sciences

Academic Unit Institute of Interdisciplinary Studies

Credit Value 2.0

Significant  
Experiential  
Learning None

Course Description

Prerequisite(s)

Class Format

Precluded Courses

Also listed as

Piggybacked Courses

U Ottawa Code

---

Grade Mode Thesis/Dissertation

Schedule Type \*Masters Thesis

\*May constitute a major modification under Carleton's IQAP. Please consult  
<https://carleton.ca/viceprovost/major-minor-modifications/> for more details.

Unpaid Placement No

Summary \*associated with new program Human Rights and Social Justice M.A.\*

Rationale for new  
course new program

Course reviewer  
comments

**sandrabauer (04/24/21 6:33 pm):** Rollback: Changed to major mod. Resubmit into workflow.  
**sandrabauer (11/25/21 11:47 am):** Changed code to HRSJ at department's request, initially for graduate courses.

Key: 10258

[Preview Bridge](#)



Associated Minor Modifications	
Code	Title
<a href="#">HRSJ 5901</a>	<a href="#">HRSJ 5901: Critical Approaches to Human Rights and Social Justice</a>
<a href="#">HRSJ 5902</a>	<a href="#">HRSJ 5902: Critical Methodologies in Human Rights and Social Justice</a>
<a href="#">HRSJ 5502</a>	<a href="#">HRSJ 5502: Global Indigenous Knowledges</a>
<a href="#">HRSJ 5503</a>	<a href="#">HRSJ 5503: Social and Environmental Justice</a>
<a href="#">HRSJ 5504</a>	<a href="#">HRSJ 5504: Citizenship and Political Violence</a>
<a href="#">HRSJ 5505</a>	<a href="#">HRSJ 5505: Global Labour Justice</a>
<a href="#">HRSJ 5506</a>	<a href="#">HRSJ 5506: Global Childhoods</a>
<a href="#">HRSJ 5302</a>	<a href="#">HRSJ 5302: Sexuality, Gender and Social Justice</a>
<a href="#">HRSJ 5304</a>	<a href="#">HRSJ 5304: Narratives of Human Rights</a>
<a href="#">HRSJ 5305</a>	<a href="#">HRSJ 5305: Critical Epidemiology and Human Rights</a>
<a href="#">HRSJ 5306</a>	<a href="#">HRSJ 5306: Terrorism and Islamophobia</a>
<a href="#">HRSJ 5910</a>	<a href="#">HRSJ 5910: Directed Studies</a>
<a href="#">HRSJ 5303</a>	<a href="#">HRSJ 5303: Critical Race Theory</a>

January 5, 2023

Dear Vice Provost Deugo,

The Office of the Dean of the Arts and Social Sciences (ODFASS) enthusiastically supports the new Master of Arts in Human Rights and Social Justice. This new MA will meet a significant demand from undergraduate students in the Institute of Interdisciplinary Studies and outside of Carleton for an MA degree that would offer sustained focus on human rights and social justice issues and advanced research skills. The new program responds to Carleton's Strategic Integrated Plan (SIP), especially its focus on "Serve Ottawa, Serve the World" and advances Carleton's strengths in interdisciplinary teaching and research. This program will draw students from diverse backgrounds into a dynamic course of study that is informed by community engagement and that will train students in essential research, communication, and critical thinking skills. The program also builds on the SIP's focus on internationalization and will expose students to transnational approaches to human rights and social justice. The proposal effectively distinguishes this new program from existing programs at Carleton and in North America, making a convincing case that Carleton is poised to offer a unique and valuable MA in the area of human rights and social justice that will be attractive to a wide range of students.

This proposal represents an important step forward for the Institute of Interdisciplinary Studies, which has thriving undergraduate programs and a faculty complement with an outstanding research profile. Developing a graduate program in the area of Human Rights and Social Justice will satisfy an existing student demand and will establish a pool of graduate students who will make invaluable contributions to the unit's research mission. Our office supports this program in the strongest possible terms and we look forward to providing administrative and communications support as it launches.

Sincerely,



Peter Thompson  
Associate Dean (Academic)  
Faculty of Arts and Social Sciences

December 7, 2022

Professors Patrizia Gentile and Paul Mkandawire, Program Leads  
Institute of Interdisciplinary Studies  
Carleton University

Dear Professors Gentile and Mkandawire,

I am pleased to offer my support for the proposed Masters of Arts in Human Rights and Social Justice (HRSJ MA). The HRSJ MA is a welcome addition to Carleton and in a lot of ways has been a long time coming. In the last decade, both human rights and social justice have become a renewed cultural priority, so the need for graduate studies in the fields have never been as salient as it is today. Further, with its unique structure to approaching both fields in a singular comprehensive curriculum, the Institute of Interdisciplinary Studies (IIS) has long been on the forefront of curricular innovation in the field at the undergraduate level. Indeed, this MA represents the culmination of several strategic priorities for IIS as has been identified by both significant student interest and external reviewers in the last cyclical program review. Additionally, this program was identified as an institutional priority in Carleton's Strategic Mandate Agreement.

In its 2020-2025 Strategic Integrated Plan, Carleton University committed itself to strive to "share knowledge and shape the future". Graduate programs such as Human Rights and Social Justice are the vanguard of that mission. HRST is a field of graduate studies where the world simply demands new research, innovation and training, IIS is uniquely suited to address those demands.

The Faculty of Graduate and Postdoctoral Affairs (FGPA) strongly supports this new, leading edge graduate program that will continue to grow our academic excellence and provide students with an exceptional learning experience. FGPA is committed to supporting students in the HRSJ MA program.

Sincerely,



Patrice Smith  
Dean, Faculty of Graduate and Postdoctoral Affairs  
Carleton University



**Carleton**  
UNIVERSITY  
Canada's Capital University

Office of the Vice-Provost and  
Associate Vice-President (Academic)

**Institutional Quality Assurance Process**

**Human Rights and Social Justice**

**Master of Arts**

**New Program Approval**

**Volume I**

**June 16, 2021**

### *Approvals Table*

This table will record that the brief has been approved by: 1) the program lead on behalf of the team; 2) the head of the academic unit or chair of the program committee (in the case of interdisciplinary programs not administered exclusively by one academic unit) on behalf of the unit or program committee; 3) the Faculty Dean(s).

<b>Program Lead</b>	<b>Date</b>
<b>Chair/Director</b>	<b>Date</b>
<b>Dean(s):</b>	<b>Date</b>

#### **Committees Reviews and Approvals**

Vice-Presidents' Academic Research Committee	June 20 <sup>th</sup> , 2018
Provost's Budget Working Group	September 25 <sup>th</sup> , 2018
Curriculum Committee	May 2021
Faculty Board (Graduate)	June 23 <sup>rd</sup> , 2021
Carleton University Committee on Quality Assurance	
Senate Committee on Curriculum, Admissions on Studies Policy	
Senate Academic Program Committee	
Senate	
Quality Council	

## Contents

A.	The Program.....	1
A.1.	Program Overview .....	1
A.2.	Mission and strategic directions.....	4
A.3.	Relationship to other academic programs at Carleton .....	5
B.	Program Learning Outcomes and Assessment .....	7
B.1.	Program Learning Outcomes .....	7
B.2.	Program Learning Outcomes and degree level expectations.....	8
B.3.	Program structure and curriculum map .....	10
B.4.	Program Learning Outcomes Assessment Plan .....	11
B.5.	Program Essential Requirements.....	13
C.	Governance.....	13
D.	The Faculty.....	14
D.1.	Faculty appointed to the unit or program .....	14
D.2.	Faculty research funding.....	17
D.3.	Distribution of thesis supervision .....	17
D.4.	Current teaching assignments .....	19
D.5.	Contract instructors .....	21
E.	Program Admission and Enrolment.....	21
E.1.	Admission requirements .....	21
E.2.	Class sizes and course and program capacity .....	22
E.3.	Projected enrolment .....	22
F.	Student Experience and Satisfaction .....	23
F.1.	Student orientation, advising, and mentoring .....	23
F.2.	Career paths of graduates.....	23
G.	Resources.....	24
G.1.	Support and technical staff .....	25
G.2.	Space.....	25
G.3.	Library Resources .....	25
H.	Development of the Self-Study.....	26
	Appendix 1. Proposed Calendar Program Description .....	27

Appendix 2. Proposed Calendar Course Descriptions.....	29
Appendix 3. Proposed Calendar Admission Requirements .....	31
Appendix 4. Library Report .....	32
Appendix 5. Statements of Support.....	39
Appendix 6. Articulation of the Learning Outcomes.....	44
Appendix 7. Detailed Description of Assessment Plan and Summary of Findings .....	46

## **A. The Program**

### **A.1. Program Overview**

The proposed MA is a culmination of several years of reflection among HRSJ faculty. External reviewers of the cyclical program review (CPR) conducted in 2014/15 commended the concerted efforts taken over the years to first consolidate the undergraduate program before embarking on graduate studies and concluded that HRSJ was now ready for a graduate program. They specifically identified the establishment of an MA as a strategic priority area of growth for the program. The CPR also confirmed high levels of student interest in graduate studies in HRSJ that would offer a deeper academic engagement with human rights and social justice issues as well as the development of advanced research skills. The proposed MA in Human Rights and Social Justice appears in the list of approved programs in Carleton's Strategic Mandate Agreement 2 and has been approved in principle by VPARC and the Financial Planning Group (now Provost's Budget Working Group).

The proposed MA in HRSJ at Carleton will include theory, methodology, and practicum (optional) courses, and departs from other programs within the province in fundamental ways. First, the scholarly impulse of our MA is to deliver a comprehensive graduate curriculum, which instead of focusing on either human rights or social justice draws on epistemic strengths from both approaches. This twin focus is the hallmark of the proposed MA. It represents a creative and robust platform to offer dynamic courses, develop innovative pedagogical approaches, and forge a research agenda located within the interdisciplinary space carved out by the overlap between these two fields of academic inquiry and political advocacy work. In addition to exploiting the synergies and tensions between the two fields of study, the dual focus also provides the program with the breadth and flexibility to field courses that address emergent social, economic and political issues in a rapidly changing national and international environment, while retaining a coherent core structure. The HRSJ undergraduate program aims to overcome institutional and everyday forms of struggles, dehumanization and social injustice through theory and practice. The proposed MA program will continue this work by emphasizing social justice frameworks born out of anti-colonial, decolonial, anti-racist, transnational, and community-based knowledge processes and practices in the context of graduate studies. A focus of this program includes engaging with multiple and dialectical definitions of social justice as a field of conceptual, activated, and collective actions. This emphasis is meant to ensure that those who are racialized, colonized and marginalized live with dignity through respectful coexistence between the human and non-human world. This explicit emphasis on social justice and its relationship with human rights makes the proposed program unique within our university and the province of Ontario. In particular, this distinguishes the program from other units at Carleton, notably Law and Legal Studies, Political Science, Sociology and Anthropology, and others, where faculty conduct research and teach in the field of Human Rights. We acknowledge the longstanding strengths in Human Rights in these departments and hope to draw from this critical mass of expertise at Carleton while providing students with a unique program of study specifically focused on the intersection of human rights and social justice.

The genesis of the Human Rights and Social Justice (HRSJ) Program at Carleton dates back to an interdisciplinary initiative in 1995 to establish a "thematic major" in Human Rights that would build on



existing strengths at Carleton and that would realize a unique opportunity to develop undergraduate study in this area, as no comparable Canadian programs existed. After an extensive exploratory and review process by a Human Rights Program committee, a BA program was established in 1998 as a collaboration between the Institute of Interdisciplinary Studies and the Departments of Sociology/Anthropology, Political Science, Law and Legal Studies, and Philosophy. In 2008, the Human Rights program underwent a reconstitution to its current form comprised of five program options: BA General, BA Honours, BA Combined Honours, and BA Combined Honours in Human Rights and Law with a Concentration in International Law and Human Rights, and a Minor in Human Rights and Social Justice. HRSJ graduates gain expertise in five interrelated themes: Critical Principles, Laws and Institutions, Marginalized Groups, Diversities and Identities, and Social and Economic Justice.

The current Human Rights and Social Justice UG Program is coherent and effectively managed. With 6 full-time equivalent (FTEs), consisting of four (4) dedicated faculty, two (2) 50% FTEs with cross-appointments with the Pauline Jewett Institute of Women's and Gender Studies, and one term appointment. The Human Rights and Social Justice program has a total of 182 majors (151 Human Rights and Social Justice; 17 Human Rights (old program designation); and 14 Combined Honours). Program faculty are also engaged activists, and combine teaching, research and practical experience to achieve lasting change in communities. The scope of their research and activism includes but is not limited to social and environmental justice, cultural and gender history, Indigenous epistemologies, sexuality and national security, public health and human rights, politics of torture and repression, transgender identities and activism, global health, citizenship, corporations and human rights, and political cultures of solidarity. These areas of research interest and activism make learning relevant for the everyday and beyond the university.

The proposed graduate program leverages the existing strengths of the undergraduate program (e.g. firmly established interdisciplinary program with sustained strong enrolments), the research strengths and capacity of faculty in FASS, and the appetite of current undergraduate students for advanced training in HRSJ fields. HRSJ faculty have previously taught or currently teach graduate classes in other programs, including in Women and Gender Studies, the Department of History, and the Institute of African Studies. Program faculty are also actively involved in graduate student supervision in other departments and programs including but not limited to Geography, Psychology, Canadian Studies, Women's and Gender Studies, History, Sociology and Anthropology, Political Economy, Law and Legal Studies, and African Studies. This supervisory service demonstrates faculty members' dedication as well as capacity to engage in graduate training.

Graduate studies in social justice that focus on remedying global social inequalities are available at the provincial and international levels (see Table 1 below). In Ontario, the University of Toronto, Brock University, and Wilfrid Laurier University offer versions of graduate studies in this area. Perhaps one of the oldest programs of its kind, University of Toronto's Social Justice Education M.A. focuses on critical understandings of the social, historical, cultural, political, economic, and ethical contexts of education, broadly conceived. The program, however, primarily caters to students interested in continuing their studies as elementary and secondary school teachers.

The MA in Social Justice and Equity Studies at Brock University delivers an interdisciplinary approach to social justice and equity studies and has a co-op program for its graduate students introduced in 2016-17. Wilfrid Laurier University at Brantford has recently introduced an MA in Social Justice and Community Engagement but this program does not include a thesis option. Similar to the MA in Social Justice and Equity Studies program at Brock University, the program at Laurier-Brantford seeks to attract students interested in developing practical skills as community and social justice advocates. In addition, neither program has a strong disciplinary focus on human rights. The MA in Social Justice Studies at Lakehead University is an interdisciplinary program. Students must choose to specialize in either Social Justice Studies or Gender and Women's Studies. This program does not include a thesis stream for either specialization but students can choose a creative project or practicum stream as their final project.

At the national level, the MA in Gender, Race, Sexuality and Social Justice at the University of British Columbia (Vancouver Campus) provides an interdisciplinary graduate program that addresses some of the concerns that form the focus of our proposed MA, but the program's scope is largely limited to issues of race, sexuality and gender. In addition, the focus is exclusively on social justice to the exclusion of human rights. The proposed MA in Human Rights at the University of Manitoba also provides another potential option for students seeking graduate training in human rights outside of Ontario. However, this program has been under review since 2015, with no indication that it has been launched. In addition, while the proposed MA at Manitoba has a strong human rights orientation, it seems to lack clear thematic focus on social justice.

Internationally, four universities, Arizona State University, Goldsmith's-University of London, Columbia University in New York City, George Mason University stand out as offering comparable programs at first glance. On the surface, each of the four universities seem to offer programs similar to our proposed MA, but a closer look reveals some fundamental differences in disciplinary orientation and program focus. The New College of Interdisciplinary Arts and Sciences program at Arizona State University offers the MA in Social Justice and Human Rights. While sharing the same program title as our proposed MA, the MA in Social Justice and Human Rights at Arizona is essentially different because its thematic focus is on legal justice studies. Like our proposed MA, Goldsmith's at the University of London offers a MA in Human Rights, Culture and Social Justice that goes beyond legal formulation of human rights to include social, political and economic dimensions of human rights. However, the range of social justice issues currently covered under this graduate program is overly narrow, limited to gender, ethnicity and religious minorities. The Human Rights MA at Columbia University is an interdisciplinary program that focuses on the academic study of human rights theory and practice. Students take human rights courses offered by other departments, such as Anthropology, History, Political Science, Religion, and Sociology as well as courses linked to a human rights research centre. There is ample indication that this program relates heavily to Columbia's law school as well as the Mailman School of Public Health, which emphasizes public policy work instead of social justice practices related to this issue. Finally, George Mason University has a Social Justice and Human Rights concentration as part of the MA in Interdisciplinary Studies. Of all the programs highlighted above, this concentration is the closest in terms of mandate to

our proposal. Students are exposed to social, cultural, and economic approaches to human rights and social justice with topics ranging from disability rights to environmental justice. It seems, however, that the emphasis is on experiential learning with little focus on engaging with theoretical and conceptual development of social justice theories but this may be a function of the fact that this is a concentration whereas our proposal program is based graduate curriculum.

<i>Table 1: Current Provincial, National, and International Profile</i>		
<b>University</b>	<b>Program</b>	<b>Primary focus/notes</b>
<i>Provincial</i>		
University of Toronto	MA - Social Justice Education	Meant for teachers
Brock University	MA - Social Justice and Equity Studies	Meant for community and social justice advocates; no explicit focus on human rights
Wilfrid Laurier	MA - Social Justice and Community Engagement	Meant for community and social justice advocates; no explicit focus on human rights
Lakehead University	MA - Social Justice Studies	Incorporates specializations in two areas: Social Justice and Gender and Women's Studies; focus on equality, social justice, and human rights
<i>National</i>		
University of British Columbia	MA - Gender, Race, Sexuality and Social Justice	Focus on gender, race and sexuality; no explicit focus on human rights
University of Manitoba	MA - Human Rights	Focus on human rights; no social justice
<i>International</i>		
Arizona State University	MA - Social Justice and Human Rights	Focus on legal justice studies
Goldsmith's-University of London	MA - Human rights, Culture and Social Justice	Focus limited to gender, ethnicity and religious minorities
Columbia University in New York City	MA - Human Rights	Focus on legal aspects of human rights; no explicit focus on social justice
George Mason University	MA in Interdisciplinary Studies, Concentration in Human Rights and Social Justice	Interdisciplinary approach to social justice and human rights with emphasis on global and intersectional focus

## **A.2. Mission and strategic directions**

The proposed MA in HRSJ is well aligned with, and enhances, Carleton's Strategic Integrated Plan (SIP – 2020-2025) (particularly the strategic focus of Serve Ottawa, Serve the World) and Strategic Mandate Agreement 2 (SMA – 2017-2020) by opening new horizons for Carleton students and faculty to be critically engaged, productive citizens and to generate transformative knowledge. Like our BA program,

the proposed MA is also interdisciplinary, requiring engagement with multiple disciplines as well as engaging with theoretical and methodological paradigms that transcend specific disciplines. The proposed graduate program builds upon a strong foundation of the HRSJ BA program that draws students from diverse backgrounds that span Canada and the rest of the world and which provide a breadth of perspectives and experiences not typically found in other programs.

The proposed program builds on the internationalization component of the SIP and the SMA by drawing on the transnational orientation of the UG program and seeks to further integrate international, intercultural and global dimensions in learning and research and expand opportunities for its graduate students to be more critically aware of global issues and transnational movements and cultures within social justice paradigms. In addition, several HRSJ faculty already engage in transnational research and maintain research and educational networks with researchers and organizations in Canada as well as overseas in Sub-Saharan Africa, Latin America and South Asia. This contributes to the goal of expanding thematic and geographic frontiers of research and external partnerships. These research activities will provide opportunities for graduate student research assistantships. In addition, faculty will leverage their respective local and international networks and collaborations to support graduate student internship, practicum, and field research.

Community engagement is a major pillar of the proposed Human Rights and Social Justice graduate program. The graduate program builds on the accomplishments of the BA program and seeks to help students envision themselves as interconnected with the fabric of the wider community, to apply social justice concepts to everyday lives. The program draws on recognized expertise and experience of HRSJ faculty who are at the forefront of research and community organizing and engagement at local, national and transnational levels, to inspire students to become productive and critically-minded citizens from a transnational and global perspective and grounded in grassroots practice. Faculty will bring this grassroots experience to the classroom. Reflecting our location in Ottawa, the need to influence social agendas of government and local and international organizations in the Capital Region will shape the research and pedagogical orientation of the program.

The proposed MA directly contributes to the Carleton Strategic Integrated Plan's goal of fostering sustainable communities. Sustainable communities are founded as much on the principles of environmental justice and social inclusion as they are on ideals of cultural vibrancy and technological innovation. The proposed program will help students build skills to develop, advocate, and implement fundamental community change. A key tenet of the proposed MA is reinforcing an understanding that sustainability requires fostering community resilience and adaptation without forfeiting fundamental social justice values, activation, and praxis.

### **A.3. Relationship to other academic programs at Carleton**

Currently, the undergraduate HUMR program enjoys a good relationship with the supporting programs in Political Economy, Law and Legal Studies, Philosophy, and Sociology/Anthropology. Our BA degree program utilizes course offerings from programs in these departments through an arrangement where our sister departments reserve spaces in their courses for our undergraduate students. The initial proposal to establish a graduate program in human rights and social justice at Carleton has already received strong endorsement from sister units. While we acknowledge that these units have ultimate say over the number of students from our proposed master's program that will be let into their courses, we have identified a long list of courses in Political Science, Sociology and Anthropology, Indigenous and

Canadian Studies, African Studies, French, Migration and Diaspora Studies, Philosophy, and Women's and Gender Studies (see some samples of courses listed below) that could work as electives for our students. As the program gets established, we hope to cross-list a number of these courses in instances where it makes sense for both units. We believe that our program is geared primarily to students who would otherwise attend other universities and thus do not anticipate an impact on other programs at Carleton. We have a large number of BA students who have expressed interest in graduate work in Human Rights and Social Justice and have chosen to go elsewhere because of the lack of an existing program at Carleton.

The admission requirements for the proposed MA will be consistent with those of our sister programs. The normal admission requirements will be a minimum B+ average in human rights or social justice or a related field and demonstrated English proficiency. Applicants with undergraduate degrees at the honours level from other fields of study may be admitted with additional requirements beyond the normal 4.0 credit programs and these further requirements will be specified on the offer of admission into the program.

A major co-beneficiary of the proposed MA program is the UG program within the Department of Human Rights and Social Justice itself. For the first time ever, our BA will have its own pool of potential Teaching Assistants (TAs) to support the delivery of the undergraduate program once the MA program is established. Over the years, our BA has relied exclusively on TAs from sister units with graduate programs such as the Institute of Political Economy, Law and Legal Studies, Sociology, and sometimes the Norman Paterson School of International Affairs (NPSIA), making it difficult at times to secure timely, appropriate, and adequate TA allocations for our Program. On average, the Program requires 22 full TA assignments (130 hours each) per academic year, and we typically receive only half that number of Priority TA allocations from other academic units and faculties. A steady supply of graduate TAs with disciplinary training and directly relevant to the fields of human rights and social justice would bolster pedagogy, undergraduate student engagement and retention, and overall energize the undergraduate program as a feeder program for the MA.

The proposed MA program builds on the strength of the Institute's HRSJ and Child and Youth Studies programs, which will act as primary feeder programs. Another possible feeder program includes the Social Justice Stream currently part of the undergraduate program in the Department of Sociology and Anthropology and the Global Law and Social Justice Concentration in the BGINs program which the HRSJ undergraduate program significantly contributes. However, effort will be placed on actively recruiting candidates from external sources in Ontario, Canada, and internationally. As one of the first of its kind in Canada, the HRSJ program has considerable pedigree and the introduction of graduate studies will further enhance the profile and the visibility of the program, making it even more attractive to prospective students. Many of the graduates coming from other universities to do the MA at Carleton could choose to stay on and continue their graduate studies in various doctoral programs at Carleton upon completion, thereby potentially bolstering enrolment in different doctoral programs at Carleton. Thus, we expect the proposed MA to curb the leakage of HRSJ graduates to other universities.

Establishing a graduate program in HRSJ might reduce, but not eliminate, the amount of graduate student supervision that HRSJ faculty currently provide in other departments where they have graduate students. In addition, all research faculty in the program have an interdisciplinary background and, as such, they are likely to maintain graduate supervision in departments (e.g. Sociology, Political Economy, Geography, Law and Legal Studies, and Women's and Gender Studies) with programs that overlap with their research interests. At the same time, the establishment of a graduate program in HRSJ would

attract cross appointments from other departments, opening up new opportunities for faculty in other departments to supervise graduate students doing research in the field of human rights and social justice and collaborate in research with HRSJ faculty.

Based on the interdisciplinary orientation of the HRSJ program and diversity of its faculty's research programs, students may be required to take courses from other programs and departments to support their graduate training. These courses will be chosen in consultation with their supervisor and the Graduate Advisor. These courses include but are not limited to the following: AFRI 5050 Selected Topics in African Studies; ANTH 5109 Ethnography, Gender and Globalization; CDNS 5102 Indigenous Politics and Resurgence in Canada; CDNS 5501 Decolonizing Canada: Cultural Politics and Collective Identities; PHIL5350 Topics in Ethics or Political Philosophy; SOCI 5305 Police and Capital; SOCI 5309 Cultural Theory; SOCI 5409 The Politics of Social Movements and the State; WGST 5906 Feminist Theory WGST 5102 Queer Theory.

We have obtained letters of support from the following departments/programs:

- Institute of African Studies
- Institute of Indigenous and Canadian Studies
- Department of Philosophy
- Department of Sociology and Anthropology
- Institute of Women's and Gender Studies

## **B. Program Learning Outcomes and Assessment**

### **B.1. Program Learning Outcomes**

At the end of the program, students will be able to:

1. Critically identify and explain key historical and contemporary issues that have helped define contemporary global social justice struggles (esp. against exploitation linked to sexism, conflict, poverty, racism, homophobia, ableism, environmental justice, etc.).
2. Critically evaluate major theoretical and methodological perspectives and debates within the fields of human rights and social justice.
3. Develop and apply research competence using critical reading, writing, and oral presentation skills for the production of knowledge of theoretical and practical relevance in support of human rights and social justice.
4. Apply diverse, interdisciplinary strategies and skills for participatory engagement to foster communities devoted to collaborative problem solving, cross-cultural humility, and transforming social systems of oppressive power.
5. Articulate the unique contributions that approaches rooted in human rights and social justice can make in specific areas such as economic justice, racial equality and environmental sustainability.
6. Design and conduct research relevant to human rights and social justice to generate new knowledge and/or make original contributions to theory and advocacy efforts
7. Communicate (written and oral) human rights and social justice struggles and outcomes to applicable communities.

## B.2. Program Learning Outcomes and degree level expectations

The Council of Ontario Universities has established a framework of Degree Level Expectations (DLEs) that specify what students should know, and be able to do, after successfully completing MSc and PhD programs. The DLEs for graduate programs are:

1. Depth and breadth of knowledge
2. Research and scholarship
3. Level of application of knowledge
4. Awareness of limits of knowledge
5. Level of communications skills
6. Professional capacity / autonomy
7. Experiential Learning

<i>Table B.1: Learning outcomes and degree level expectations</i>			
<b>Learning Outcomes</b>	<b>DLE</b>	<b>Program Mapping</b>	<b>Activities and Artifacts</b>
1. To critically identify and explain key historical and contemporary issues that have helped define contemporary global social justice struggles (esp. against exploitation linked to sexism, conflict, poverty, racism, homophobia, ableism, environmental justice, etc.).	1, 4	HUMR 5901(Critical Approaches to Human Rights and Social Justice); HUMR 5503 (Social and Environmental Justice); HUMR 5502 (Global Indigenous Knowledges); HUMR 5303(Critical Race Theory); HUMR 5909 (Thesis); HUMR 5908 (MRP)	Seminar presentations; critical reflections; assignments
2. To critically evaluate major theoretical and methodological perspectives and debates within the fields of human rights and social justice.	1, 4	HUMR 5901 (Critical Approaches to Human Rights and Social Justice); HUMR 5902 (Critical Methodologies in Human Rights and Social Justice); HUMR 5503 (Social and Environmental Justice); HUMR 5502 (Global Indigenous Knowledges) HUMR 5303(Critical Race Theory); HUMR 5504 (Citizenship and Political Violence)	Seminar presentations; critical reflections; assignments; reading reports; abstract writing; report writing; group presentations; annotated bibliographies; grant writing
3. To develop research competence that applies critical reading, writing, and oral presentation skills to the production of knowledge of theoretical and practical relevance in support of human rights and social justice.	2, 3, 7	HUMR 5902 (Critical Methodologies in Human Rights and Social Justice; HUMR 5502 (Global Indigenous Knowledges); HUMR 5999 (Thesis); HUMR 5908 (MRP)	Seminar presentations; Research proposal; committee meetings; Seminar presentations; critical reflections; assignments; reading reports; abstract writing; report writing; group presentations; annotated

			bibliographies; grant writing
4. To apply diverse, interdisciplinary strategies and skills for participatory engagement to foster communities devoted to collaborative problem solving, cross-cultural humility, and transforming social systems of oppressive power.	1, 3	HUMR 5505 (Global Labour Rights); HUMR 5502 (Global Indigenous Knowledges); HUMR 5506 (Global Childhood); HUMR 5302 (Critical Sexuality, Gender, and Social Justice); HUMR 5304 (Narratives in Human Rights)	Seminar presentations; critical reflections; assignments; student conferences; colloquia; student labs
5. To articulate the unique contributions that approaches rooted in human rights and social justice can make in specific areas such as economic justice, racial equality and environmental sustainability.	1, 3	HUMR 5504 (Citizenship and Political Violence); HUMR 5302 (Sexuality, Gender, and Social Justice); HUMR 5305 (Epidemiology and Human Rights); HUMR 5503 (Social and Environmental Justice); HUMR 5304 (Narratives of Human Rights); HUMR 5502 (Global Indigenous Knowledges); HUMR 5505 (Global Labour Justice); HUMR 5306 [0.5] Terrorism and Islamophobia	Seminar presentations; critical reflections; assignments
6. Design and conduct research relevant to human rights and social justice to generate new knowledge and/or make original contributions to theory and advocacy efforts.	3, 7	HUMR 5902 (Critical Methodologies in Human Rights and Social Justice); HUMR 5502 (Global Indigenous Knowledges); HUMR 5909 (Thesis); HUMR 5908 (MRP)	committee meetings; seminar presentations; Research proposal; committee meetings; critical reflections; assignments; reading reports; abstract writing; report writing; group presentations; annotated bibliographies; grant writing; etc
7. Communicate (written and oral) human rights and social justice struggles and outcomes to applicable communities.	5, 7	HUMR 5909 (Thesis); HUMR 5908 (MRP); other HUMR seminar courses, as noted below for those students in the coursework option	committee meetings; seminar presentations



### B.3. Program structure and curriculum map

The proposed MA is a program of study that fields three program pathways: master's thesis pathway (4.0 credits); major research paper pathway (MRP) (4.0 credits); and master's course-based pathway (4.0 credits) (See Table B.2 below). All students will take two mandatory core courses, namely, Critical Knowledges of Human Rights and Social Justice, and Critical Methodologies for Human Rights and Social Justice. Students in the Thesis pathway will require four electives (2.0 credits) in addition to the two compulsory courses and a thesis (2.0 credits) to complete the program. Requirements for the MRP include six electives (3.0 credits) in addition to the two compulsory courses plus a major research paper (1.0). To complete the full 4.0 credit requirement, students in the course-based pathway will take six electives in addition to the core courses.

<i>Table B.2 Program Structure</i>			
Component/Activity	MA Thesis	MA MRP	MA Coursework
	Credits		
Critical Approaches to Human Rights and Social Justice	0.5	0.5	0.5
Critical Methodologies in Human Rights and Social Justice	0.5	0.5	0.5
Thesis or Research Paper	2.0	1.0	n/a
Electives	1.0	2.0	3.0
<b>Total</b>	<b>4.0</b>	<b>4.0</b>	<b>4.0</b>

<i>Table B.3 Curriculum Map</i>								
	Deliverable	LO1	LO2	LO3	LO4	LO5	LO6	LO7
HUMR 5901 [0.5 credit] Critical Approaches to Human Rights and Social Justice (required)	Written (W) Oral (O)	M	R	R	R	M	M	M
HUMR 5902 [0.5 credit] Critical Methodologies in Human Rights and Social Justice (required)	W, O	R	M	M	R	M	M	M
HUMR 5502 [0.5] Global Indigenous Knowledges	W, O	M	R	R	R	M	M	M
HUMR 5503 [0.5] Social and Environmental Justice	W, O	M	R	R	R	M	M	M
HUMR 5504 [0.5] Citizenship and Political Violence	W, O	R	R	R	R	R	R	M
HUMR 5505 [0.5] Global Labour Justice	W, O	R	R	R	R	R	R	M

HUMR 5506 [0.5] Global Childhoods	W, O	M	M	R	M	M	R	M
HUMR 5302 [0.5] Critical Sexuality, Gender and Social Justice	W, O	M	M	R	M	M	R	M
HUMR 5303 [0.5] Critical Race Theory	W, O	M	M	R	M	M	R	M
HUMR 5304 [0.5] Narratives of Human Rights	W, O	M	M	R	R	M	M	M
HUMR 5305 [0.5] Critical Epidemiology and Human Rights	W, O	M	M	R	R	M	M	M
HUMR 5306 [0.5] Terrorism and Islamophobia	W, O	M	M	R	R	M	M	M
HUMR 5905 [0.5] Practicum	W, O	M	M	R	M	R	M	M
HUMR 5910 [0.5] Directed Reading	W, O	M	M	R	R	M	M	M
HUMR 5909 [2.0] Thesis	W	M	M	M	R	R	R	R
HUMR 5908 [1.0] MRP	W	M	M	M	R	R	R	R
Twice yearly [0.0] committee meeting	W, O	M	M	M	M	M	M	M
Final defence [0.0]	O	M	M	M	R	M	M	M
<b>Legend</b> I = Concepts are introduced    W = Written R = Concepts are reinforced    O = Oral M = Concepts are mastered								

#### B.4. Program Learning Outcomes Assessment Plan

##### B.4.1. Assessment Plan

Program Assessment Committee

The Human Rights and Social Justice program will constitute the graduate program committee (GPC) consisting of Graduate Advisor and 2 other faculty members. The GPC will be responsible for monitoring, reviewing and assessing progress made towards achieving the graduate program's learning outcomes.

The GPC will undertake the first full assessment of progress towards achieving the program's learning objectives at the end of year 2 after the start of the program. Students and faculty participating in the graduate program will be involved in the process of progress assessment using a Likert scale that ranges from 'not met' to 'surpasses'. Assessment tools may include but not limited to:

Graduate students

- Self-administered assessments that capture students' own sense of whether and if so to what extent they have met or exceeded the learning outcomes
- GPC's impressions of students' written theses and oral presentations
- Evaluation of students' deliverables e.g. reading reflections, assignments, presentations and exams

#### Faculty

- Faculty self-administered questionnaires asking instructors the extent to which they have met different learning outcomes
- Instructor course evaluations
- Focus group discussions with faculty teaching and supervising graduate students assessing progress towards learning outcomes

<i>Assessment Schedule</i>					
Learning Outcomes	2024-25	2026-27	2027-28	2028-2029	2029-2030
LO1		x			x
LO2	x			x	
LO3		x			x
LO4	x			x	
LO5	x			x	
LO6		x			x
LO7		x			x

The assessment schedule for the proposed program will begin two years after it has been established (with anticipated start date of September 2022). Our position is that a solid evaluation is possible after a short 'test period' where we can gather our experiences of the new program in real time. We propose to stagger our assessment based on the clustering of program components and learning outcomes. Courses attached to learning outcomes 2, 4, 5 will be assessed twice over a 3 year period. Required courses and components (such as the thesis and MRE) will be assessed twice over a 3 year period. We propose a gap year for 2027-28 where no evaluation takes place.

#### **B.4.2. Dissemination plan**

The GPC will follow a schedule based on the graph outlined above. Accordingly, the GPC will compile a report of the findings and submit it to HUMR faculty for discussion and consideration at a scheduled meeting. In consultation with faculty members, the GPC and the Director will suggest changes.

#### **B.4.3. Assessment action plan**

With the support of the Director, the Graduate Advisor will oversee the implementation of proposed changes. Part of the review process will involve identifying areas for further discussion regarding pedagogy with the view of devising strategies for re-evaluation by faculty and grad students. See appendix 2 for a detailed assessment plan. Please note that Summary of Findings are not available at this time.

## **B.5. Program Essential Requirements**

### **PREAMBLE**

Program essential requirements are defined by the Ontario Human Rights Commission as “the knowledge and skills that must be acquired or demonstrated in order for a student to successfully meet the learning objectives of that... program.” The program essential requirements are components that contribute to the achievement of the learning outcomes of the program.

*Excerpt from the Ontario Human Rights Commission report: The opportunity to succeed: Achieving barrier-free education for students with disabilities - Post-secondary education*

Appropriate accommodations should not lead to lowered standards or outcomes: rather, an appropriate accommodation will enable the student to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge and skills may be altered.

The aim of accommodation in a post-secondary educational context is to provide equal opportunities to all students to enjoy the same level of benefits and privileges and meet the requirements for acquiring an education. Based on these principles, an accommodation will be considered appropriate where it will result in equal opportunity to attain the same level of performance, or enjoy the same level of benefits and privileges experienced by others, or if it is proposed or adopted for the purpose of achieving equal opportunity and meets the individual’s disability-related needs. - See more at:

<http://www.ohrc.on.ca/en/opportunity-succeed-achieving-barrier-free-education-students-disabilities>

### **Paul Menton Centre**

The Paul Menton Centre is responsible for assessing requests for academic accommodation of students with disabilities through evaluations that are carried out on an individual basis, in accordance with human rights legislation and University policy, and with the support of relevant, professional/medical documentation. Students will only receive academic accommodation if the functional limitations of their disability impact directly on their academic performance.

The program essential requirements of the MA in Human Rights and Social Justice program have been reviewed in consultation with the Paul Menton Centre to ensure capacity for reasonable academic accommodation of students with disabilities, in accordance with the Carleton University Academic Accommodation Policy. The learning outcomes can be attained as outlined in the program description with the use of appropriate academic accommodations.

## **C. Governance**

The Human Rights program is housed in the Institute of Interdisciplinary Studies alongside Child and Youth Studies (CYST). The administrative structure in IIS includes co-directors (one for HRSJ and one for CYST). A co-director is responsible for the administrative and financial well-being of their respective program housed in the Institute. The co-director of HRSJ will continue to assume the same responsibilities regarding the MA program. The Institute Administrator deals with the quotidian administrative matters associated with the program but is also responsible for assisting in the advising of students. They assist the HUMR Academic Advisor in their tasks.

The HRSJ faculty complement (three 100% appointed full time faculty, two 50% appointed full time faculty, one Instructor, one term-limited appointment at Instructor level, and one new tenure-track hire with a July 2021 start date) means that all decision-making regarding curriculum, speaker series, future initiatives, and events are made by the committee of the whole. Sustaining the overall maintenance and running of the program is a group effort. As described below, we believe that we have developed a reasonable plan for handling the increased workload associated with the development of this graduate program.

The HRSJ program co-director will provide oversight for the graduate program. The new program will require the creation of a Graduate Advisor position, appointed for a three-year term, and is responsible for all aspects of the graduate program. The Graduate Advisor, in collaboration with Faculty of Graduate and Post-Graduate Affairs (FGPA), sets annual targets for intake of new students into the program, and liaises with FGPA, the co-Director, and other faculty members during the admissions process to ensure such targets are met. During the admissions process, the Graduate Advisor will convene and chair the admissions committee consisting of two other members of the unit. Ranking of potential candidates and the financial packages each student will be offered will be decided by this committee as determined by FGPA. The Graduate Advisor will be responsible for contacting and corresponding with each potential candidate regarding admission to the program and negotiation of their financial package.

The Graduate Advisor, in consultation with the student's supervisor, assigns courses as deemed necessary for entry into the program or in the case of a qualifying year, determines the courses that must be taken. The Graduate Advisor monitors the progress of each student through the program, ensuring that all necessary courses are taken, and that the students meet with their thesis Graduate Advisory Committee and the mid-program research presentations to the HRSJ program take place. The Graduate Advisor is responsible for convening meetings as necessary to review and renew the graduate curriculum to update the list of courses as necessary. The Graduate Advisor, in conjunction with the Graduate Program Administrator, ensures the accuracy and completeness of each students' academic audit on an annual basis, or whenever necessary to enable graduation.

As outlined below, ODFASS supports the unit requesting a new staff position through the budget process once the program is approved. The added tasks will include but are not limited to: liaising with FGPA on financial offers to students, updating student payroll profiles, assisting students with registration issues, coordinating thesis defenses, and assisting the organizing events related to the program. The Graduate Program Administrator is normally the first point of contact for students needing information regarding their status, funding, enrolments, and audits.

## **D. The Faculty**

### **D.1. Faculty appointed to the unit or program**

Table D.1 (see below) shows the current composition of HRSJ faculty, including 7 full time faculty with continuing appointments, one of which is starting on July 1, 2021. Please note that 1 faculty on term-limited appointment will end June 30, 2021. We did not include this faculty member in our chart. Although the majority of the full time teaching staff are mid-career faculty, one faculty member intends to apply for promotion to full professor in 2021 with at least two other associate professors also scheduled for promotion to full professor in the same year. All others associate professors will be eligible for promotion to full professor within 2-5 years of the start of the graduate program. Our longest serving faculty member retired on June 30, 2020 and all things being equal no further retirements are expected in the program for the next 20 years. We recently finalized a hire who will start on July 1, 2021.

As part of the original submission to VPARC and the then Financial Planning Group, we have secured approval for one additional faculty position upon the launch of the new program.

Our recently completed new hire and the second hire planned will bring teaching and research expertise addressing the needs of the undergraduate and graduate programs. Existing areas of research and teaching expertise directly correspond to most of the curriculum needs of the graduate program. The recently completed hire is in the area of the political economy of labour and we envision the new hire to be in the area of critical race theory.

Table D.1: Core program faculty \*

Faculty Name	Rank	Appointment Status	Percentage Appointment	Supervision Privileges*	Area of Specialization/Field Affiliations
D. Irving	Associate	Tenure	50%	D	Human Rights and Sexuality; transgender human rights and social justice; critical men's and masculinity studies; feminist political economy; LGBTQ2S employment discrimination.
P. Gentile	Associate	Tenure	50%	D	Cultural/gender history; history of sexuality; history and theory of the body; beauty contests; national security; October Crisis and immigrant communities; queer theory
E. Martinez	Associate	Tenure	100%	D	modern coloniality/decoloniality; socio-environmental justice; intersectional-communal feminisms; Indigenous Epistemologies and Epistemic Self-Determination in Struggle; Critical Human Rights and Citizenship
P. Mkandawire	Associate	Tenure	100%	D	Public health and human rights; global health; medical geography
E. Namakula Mayanja	Assistant	Tenure-track	100%	D	Mineral resource-based armed conflicts; peace and security in Africa; peacekeeping and peacebuilding; post-conflict reconstruction; women in peace and security
R. Schein	Associate	Tenure	100%	D	Marxist political economy and cultural studies; the commodification and decommodification of public goods and services; rights, commons, citizenship, and moral claims; mutual aid and social movement dynamics; social movement or community unionism; and political cultures of solidarity
S. Sadaf	Instructor II	Pre-confirmation	100%	n/a	Postcolonial studies; marginalization of Muslim women

\*D=full privileges; M=full privileges at master's level only; CD=co-supervision privileges at doctoral level, full privileges at master's level; CDM=co-supervision privileges only at both doctoral and master's level; CM=co-supervision privileges at master's level, no privileges at doctoral level

## D.2. Faculty research funding

All existing research faculty have active research programs and have had great success in Human Rights and Social Justice research in Canada and globally. Program faculty are also engaged activists, and combine teaching, research and practical experience to achieve lasting change in communities. Over the past four years, faculty in the program have had significant success attracting both external and internal research funding to support their research programs and their graduate students. These research awards have allowed faculty to broaden their networks and collaborations, from which the graduate program and graduate students in the program stand to benefit.

The scope of faculty research and activism includes but is not limited to social and environmental justice, cultural and gender history, Indigenous epistemologies, sexuality and national security, public health and human rights, politics of torture and repression, transgender identities and activism, global health, citizenship, and political cultures of solidarity. Based on how faculty in the program draw immensely on their research and advocacy when teaching, the foregoing research programs will greatly support the delivery of the graduate program.

*Table D.2: Operating Research Funding by Source and Year*

Year	Internal (Carleton) Grants/Awards	Tri-Agency (including CRC)	Grand Total
2016			
2017	\$ 15,000.00		\$ 15,000.00
2019			
2020		\$ 59,492.00	\$ 59,492.00
2021		\$ 9,444.00	\$ 9,444.00
<b>Grand Total</b>	<b>\$ 15,000.00</b>	<b>\$ 68,936.00</b>	<b>\$ 83,936.00</b>

## D.3. Distribution of thesis supervision

Table D3 below shows the distribution of thesis supervision among faculty in the program. Although the HRSJ program currently does not have a graduate program, the list below suggests that HRSJ faculty are actively supervising theses in other programs and departments at Carleton where they hold cross-appointments. These programs include but not limited to Geography, Health sciences, Canadian Studies, Institute of Political Economy, Pauline Jewett Institute of Women and Gender Studies, History, Sociology and Institute of African Studies. Beyond graduate student supervision, two HRSJ faculty are currently directly involved in administering graduate programs in Pauline Jewett Institute of Women and Gender Studies and in the Institute of Political Economy. The experience, expertise, and collaborations faculty have gained over the years supervising graduate students and administering graduate programs in these other departments across Carleton will be critical to the delivery of the graduate program in HRSJ.

Currently, two faculty members from the Department of English, Dr. Brenda Vellino and Dr. Adam Barrows, are cross-appointed to HRSJ at 0/100, and could supervise students in the proposed program. We anticipate further cross-appointments from faculty with expertise in this area as the program is established.



*Table D.3: Distribution of thesis supervision*

Faculty Name	Rank	Completed				Current			
		UG	MA	PhD	PDF	UG	MA	PhD	PDF
Dan Irving	Associate	4	2 (1)	0	0	0	2 (2)	0	0
Patrizia Gentile	Associate	(3)	(7)	(2)	0	0	(4)	0	0
Egla Martinez	Associate	12	8	(1)	0	1	0	1	0
Paul Mkandawire	Associate	2 (7)	(5)	0	0	(1)	0	(2)	0
Rebecca Schein	Associate	(2)	2 (2)	0	0	0	(1)	0	0
Shazia Sadaf	Instructor	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

#### D.4. Current teaching assignments

Over the past three years we have reorganized teaching assignments to ensure that our required undergraduate courses are delivered by HRSJ full-time faculty. Course assignments are assigned based on delivering the program based on student needs and faculty preferences regarding teaching lower and upper-level undergraduate courses. We also rotate required courses among core faculty. This prevents the need for us to use contract instructors to deliver required courses when a member of the full-time teaching staff goes on sabbatical, parental, or administrative leave. Reduced reliance on contract instructors in the delivery of required undergraduate courses has helped to provide greater stability and continuity in our undergraduate curriculum. This same approach will be applied to the proposed MA program.

*Table D.4: Distribution of Teaching Assignments*

Name	Courses Taught	Credit Value	2020-2021	2019-2020	2018-2019	Notes
<b>IRVING, Dan</b>	HUMR 2202 - Power Relations & Human Rights	0.5		x		
Associate Professor	HUMR 2301 - Human Rights & Sexualities	0.5			x	
	HUMR 3202 - Human Rights & Resistance	0.5	x	x		
	HUMR 4302 - Transgender Human Rights	0.5	x			
	SXST 2101 - Sexuality Studie:Critical Intr	0.5	x	x	x	
	SXST 4101 - Interdiscip Studies Sexuality	0.5		x	x	
	WGST 3809 - Feminist Thought	0.5	x			
	<b>Total</b>		<b>2.0</b>	<b>2.0</b>	<b>1.5</b>	
<b>GENTILE, Patrizia</b>	HUMR 2001 - Human Rights: Theories & Foundations	0.5	x	x	x	
Associate Professor	HUMR/SXST 2102 - Sexuality, Gender, and Security	0.5	x	x	x	
	SXST 3106 - Queer(ing) Archives	0.5			x	
	SXST 4102 - Queer Theory	0.5			x	
	<b>Total</b>		<b>1.0</b>	<b>1.0</b>	<b>2.0</b>	
<b>MARTINEZ-SALAZAR, Eglá Judith</b>	HUMR 3501 - Social, Economic & Cultural Rights	0.5	x		x	

Associate Professor	HUMR 3503 - Global Environmental Justice	0.5	x	x	x	
	HUMR 4401 - Gender, Citizenship and Social	0.5	x	x	x	
	HUMR 4502 -Global Indigenous Knowledges & Movements	0.5	x		x	
	<b>Total</b>		<b>2.0</b>	<b>1.0</b>	<b>2.0</b>	
<b>MKANDAWIRE, Paul</b>	AFRI 1002 - Intro to African Studies II	0.5	x	x	x	
Associate Professor	AFRI 5000 - Historical & Current Perspectives	0.5	x		x	
	HUMR 2202 - Power Relations & Human Rights	0.5	x	x	xx	
	HUMR 3504 - Public Health and Human Rights	0.5	x		x	
	<b>Total</b>		<b>2.0</b>	<b>1.0</b>	<b>2.5</b>	
<b>SADAF, Shazia</b>	HUMR 1001 – Introduction to Human Rights	1.0	xxx	xx	xx	
Instructor	HUMR 3301 - Racialization, Racism and HUMR	0.5			x	
	HUMR 3302 - Culture, Religion, and Women's HUMR	0.5	x	xx	x	
	HUMR 4905 - Practicum Placement in HUMR I	0.5		x		
	<b>Total</b>		<b>3.5</b>	<b>3.5</b>	<b>3.0</b>	
<b>SCHEIN, Rebecca H.</b>	HUMR 4201 - Citizenship & Human Rights	0.5	x	n/a	n/a	
Associate Professor	<b>Total</b>		<b>0.5</b>			

### D.5. Contract instructors

The table below provides the list of contract instructors over the past three years and the courses they have taught. Although the HRSJ program has a large undergraduate enrolment relative to its faculty compliment, it is not heavily reliant on contract instructors. The hiring of an Instructor in July 2018 has meant that full-time faculty now deliver all core undergraduate courses at the first and second year levels. This has brought stability in the delivery of program curriculum. From time to time, however, we have had to hire contract instructors to broaden the range of elective courses available to our students in the upper undergraduate years or to address intermittent shortages resulting from faculty going on sabbatical and administrative leave. In the past three years, CIs have taught on average 2.0 credits (or four courses). All graduate courses proposed for the graduate program will be taught by permanent faculty members.

Contract Instructor	2020-21	2019-20	2018-19
Amery, Zainab			HUMR 3303
Atack, Peter	HUMR 3401	HUMR 3401	
Iozzo, Alessandra	HUMR 3304 HUMR 4305	HUMR 3304 HUMR 3304	HUMR 3304
Garrod, Joel		HUMR 3502	
Grantham, Sheila	HUMR 2502 HUMR 4907		
Horn, Kanatase		HUMR 4502	
Jeffries, Fiona		HUMR 3002 HUMR 3501 HUMR 4201	HUMR 3002 HUMR 4201
Kmiec, Patricia		HUMR 3303 HUMR 3303	HUMR 3202
Laidlaw, Leon		HUMR 4302	
Ljubisic, Davorka		FYSM 1104 (1.0) HUMR 4404	FYSM 1104 (1.0) HUMR 3301
McPherson, Kisha	FYSM 1104 (1.0)		
Ramasubramanyam, Jayantha		HUMR 3301 HUMR 3301	HUMR 4404

## E. Program Admission and Enrolment

### E.1. Admission requirements

Admission requirements for the MA degree are outlined in the university calendar and approved by the university's Senate. The minimum requirements for admission into the MA HRSJ will be an honours (four year) bachelor's degree (or the equivalent) and a minimum B+ average in the last two years of their undergraduate studies. We also consider practical experience working within the field of Human Rights and Social Justice as part of the admission process.

Applicants will be required to submit the following documents for admission consideration:

- a statement of academic/research interests (1-2 pages max). This statement should provide a clear and focused description of the student's research interest, a description of the how their work/life experience has prepared them for work in the field of human rights (ex.: volunteer work or work in an not for profit organization), and why they wish to enrol in the program.
- English-language test scores (if applicable)
- Two referee appraisal forms and letters of references
- One transcript (unofficial is acceptable)

## E.2. Class sizes and course and program capacity

Class sizes for the program's core courses, HUMR 5001 (Critical Approaches in Human Rights and Social Justice and HUMR 5002 (Critical Methodologies to Human Rights and Social Justice) will have a cap of 20 students. All other MA level courses in the program will have a cap of 20 and be offered as seminars. In addition, there are two 5000 level courses that may be piggy-backed with current 4000 level courses in the HUMR program. The courses in question include 1) HUMR 5502 Global Indigenous Knowledges with HUMR 4502 Global Indigenous Knowledges and Movements; 2) HUMR 5306 Terrorism and Islamophobia with HUMR 4409 Counter-terrorism and Human Rights. It should be noted that our fourth year courses are capped at 20 students but any courses designated as piggy-backed will include spaces for graduate students in addition to this cap. This should also ensure adequate spaces for HUMR majors as well as undergraduate students from other programs and will not create issues with registration/spaces for the 4<sup>th</sup> year courses noted above. As outlined above, we intend to maintain or increase the overall number of spots in our fourth year courses through a combination of raising caps in courses that attract additional graduate students or through an increase in fourth year seats through newly introduced fourth/fifth year courses. We are confident that most students will choose the thesis or research paper option. Based on this broad range of course offerings we do not foresee an issue in terms of course availability and capacity for students who will choose the course-based option. Our current faculty compliment, the addition of a new hire starting in July 2021, and the prospective of a new hire connected to the establishment of the MA in HRSJ provides a solid basis for student's ability to secure a supervisor from among HRSJ faculty. We also anticipate that we will be able to bolster our supervisory capacity by increasing the number of faculty with 0/100 appointments in the department who will be interested in supervising our students.

In terms of capacity, the new graduate program will require 1.0 credits each year in required courses, plus 1.0 credits in stand-alone, rotating seminars. This will, in theory, cover the needs for all thesis and research essay students over a two-year period. Students who choose the coursework option will need to find 1.0 credits in fourth-year piggybacks, directed studies, practicum, or courses in other departments. We believe that the resource pressures on this program are reasonable and we will be able to cover them with the new hire planned for when the program launches.

## E.3. Projected enrolment

The program proposed steady state intake target is 12 students per year. This annual enrollment target represents the minimum number of new students we expect to join the program yearly and does not preclude the possibility of a high number intake as the program gains popularity and as funding allows.

*Table E.3 Projected enrolment*

	Full Time				Total Enrollment
	Domestic		International		
	Intake	Enrolment	Intake	Enrolment	
Year 1	10	10	2	2	12

<b>Year 2</b>	10	20	2	4	24
<b>Year 3</b>	10	20	2	4	24
<b>Year 4</b>	10	20	2	4	24
<b>Year 5</b>	10	20	2	4	24
<b>Year 6</b>	10	20	2	4	24

## **F. Student Experience and Satisfaction**

### **F.1. Student orientation, advising, and mentoring**

The Graduate Advisor and the co-Director of the HRSJ program will organize a series of workshops designed to foster orientation, advising, and mentoring. These workshops will consist of a variety of topics dealing with publication, report writing, press releases, community engagement, finding a supervisor, writing an abstract for a conference, and preparing a resume for the Human Rights and Social Justice sector. These workshops will be led by either faculty members in the HRSJ program, dedicated FPGA staff, or by invited speakers.

Other events, such as a speaker series, participation in local activist or governmental programming, and a possible graduate conference where students in the program present their final papers to their peers and HRSJ faculty will be organized as part of the ongoing academic and community-based work integral to their new graduate program.

Advising related to courses and thesis preparation will be provided by the Graduate Advisor (see section C). The Graduate Advisor will also organize a regular writing workshop for students in the research essay and thesis pathways in order to facilitate the completion of the degree requirements for these pathways. Finally, students enrolled in the thesis pathway will have access to their supervisor and graduate committee for advising and mentoring.

### **F.2. Career paths of graduates**

Social justice is a major conceptual and moral driver in our understanding of appropriate state, corporate and civil society responses to contemporary global issues ranging from climate change, neocolonialism, and the resurgence of fascism to nuclear power. Given the ever-expanding range of social issues that amount to insult to human dignity, the global demand for experts with an advanced degree in human rights and social justice is steadily expanding. Many human rights and social justice graduates increasingly find themselves working in career positions one would not have imagined only a few decades earlier. Our graduates may go to law school, work for human rights organizations, start small businesses, or engage in community advocacy with the advantage of the professional networking, research skills, and critical tools that our program will offer them.

Because of the interdisciplinary nature of the program, we expect career trajectories of the MA in HRSJ to be diverse. A graduate with an MA in Human Rights and Social Justice can work in a variety of positions in community organizations, federal government, civil society, or private organizations. The proposed MA will use interdisciplinary approaches to prepare our graduates with the skills they need to survive and thrive in a constantly evolving labour market and workplace.

As an advanced degree, the proposed MA in HRSJ will enhance the competitiveness of Canadian graduates on the international labour market. The transnational orientation of the proposed program promises to increase the ability of our graduates to contribute effectively to the cause of social justice in Canada and abroad and to better position them as global citizens. The program will also prepare

students for further study in human rights and social justice-related fields including doctoral programs in social work, social policy, gender and sexuality studies, global health, and environmental studies.

The following chart lists both general information we have obtained on the career directions taken by our undergraduates as well as specific examples of organizations and government agencies.

<b>Educational Opportunities</b>	<b>Public Sector Employment Opportunities</b>	<b>Private Sector Employment Opportunities</b>	<b>Non-Profit Organizations</b>
Professional programs <ul style="list-style-type: none"> <li>■ Law School</li> <li>■ Teachers College</li> <li>■ Social Work</li> <li>■ Journalism</li> </ul> Ph.D. programs <ul style="list-style-type: none"> <li>■ Women/Gender Studies</li> <li>■ Legal Studies</li> <li>■ OISE (Education, Equity, Social Justice Education)</li> <li>■ Urban Studies</li> <li>■ Social Studies of Health</li> <li>■ Development Studies</li> <li>■ Genocide/Post-Conflict Studies</li> <li>■ Environmental Studies</li> </ul>	Citizenship/Immigration /Refugee Services Public Health Education AANDC Lobbyist Policy Analyst/Advisor Labour Relations Officer Union organizer Environment Canadian HR Commission Museums (HR; History) Employment & Soc. Dev. DFATD IDRC  UNICEF	Independent book store Private Education  Human Resources	PBI Canada w/o Poverty CRIAW Unions Think tanks Council of Canadians 25One Counseling Services  Immigrant Services Organizations  Environmental Organizations  LGBTQ organizations

Finally, we list examples of possible graduate programs that may attract our graduates. This list includes PhD programs in Sociology and Anthropology; Law and Legal Studies, International Affairs; Political Science, Public Administration; Philosophy; Geography; English; Political Economy; Disability Studies; Women's and Gender Studies; Diaspora and Migration Studies; Public Health/Health Studies; Education.

## G. Resources

### G.1. Faculty and Contract Instructors

As outlined above, we currently cover off the needs of our undergraduate program with our existing faculty complement and a modest number of contract instructors. We anticipate that the addition of the graduate program will increase our teaching load by 2.5 credits (2.0 in new courses on a yearly basis and 0.5 for the Graduate Advisor). We have received approval to add a faculty position, which will increase our faculty resources by 2.0 credits (the new hire will teach in both the undergraduate and graduate

programs but by adding their load we will free up others to also teach in the graduate program). We will anticipate needing to hire 0.5 additional CI credits to cover the course release for the Graduate Advisor.

## **G.2. Support and technical staff**

New staff will be required as a result of the proposed MA. There are two administrative staff responsible for the day-to-day managerial aspects of the program however, it should be noted that our administrators are managing and facilitating two majors (HUMR and CHYS) and one minor (HUMR) (currently 554 majors and 123 HUMR minors) as part of IIS. Furthermore, our Child and Youth Studies colleagues are in preliminary discussions on the topic of mounting a MA in Child and Youth Studies sometime in the next two years. In light of these massive numbers and the administrative workload needed to run IIS, we do not believe the existing administrative capacity in the program is adequate to meet the additional administrative demands resulting from the proposed MA. The Dean of FASS has signalled support for an additional 0.5 FTE staff position to be requested through the budgetary process. Once this staff position is in place, we anticipate that all existing staff positions will require changes to their job descriptions.

## **G.3. Space**

The designation of the 13<sup>th</sup> floor of Dunton Tower in the Fall of 2019 resolved space problems that have plagued IIS over the years. The 13th floor of Dunton Tower is now the primary location of IIS faculty (HRSJ and CHYS) and administrative staff. Currently, the floor has two seminar rooms and plans are underway to remodel a section of it to accommodate graduate student lab. The amalgamation of core faculty, staff, contract instructors and graduate students onto the same floor will help enhance collegiality, increase student interaction with faculty, and develop a distinct and cohesive program identity. Under the current floor plan we have space reserved for a graduate student laboratory which will be equipped with workstations, and a telephone line. Graduate students with teaching assistantships will use this space to conduct their duties.

## **G.4. Library Resources**

An analysis of Carleton University Library's information resources and services in support of the HRSJ's proposal MA program demonstrates that the Library does not require any additional funds to support it.

The Report from the Library is included as **Appendix 4** of the self-study.

## **PREAMBLE**

The Library report is prepared by the librarian or subject specialist responsible for the subject area(s) covered by the program, using a common template developed from guidelines established by the Ontario Council of University Libraries. The main purpose of the report is to specify whether any new resources or services are necessary in order to support the program, for example, whether the Library needs to purchase new books or subscribe to new journals or electronic resources.

The librarians and subject specialists preparing the reports rely on their own professional experience with collecting resources in the subject areas in order to make assessments about whether there are gaps in the collection that need to be filled in order to provide the appropriate teaching and research support for new, modified, or reviewed programs. They consult various sources for information about published resources in the subject area, including the database maintained by the Library's main monographs vendor, publishers' lists and websites, handbooks and guides to the literature, the library collections of universities that offer the program, various specialized sites relevant to the subject from professional societies and organizations, as well as basic information available in tools such as Google



Scholar or generally on the web. They also generally consult faculty members (e.g., the Library representative or the department chair) to discuss their assessment of the strengths and gaps. The Library makes a clear distinction between those resources which are essential to the program and those which are simply “nice to have.” Generally speaking, the reports list only the essential resources, with costing obtained from the vendors or agents from which the Library would obtain the materials: each item is listed and costed individually and the total amount is recorded in the report.

The report also provides context by providing information about the following, when possible or applicable: percentage of top-ranked journals which the Library subscribes to in the subject area(s); how much funds have been spent in the past fiscal year on e-resources, journals, and printed books in support of the subjects covered by the program; how much funds have been spent in the past 8 years on printed monographs for the program; specialized collections in archives, maps, data, and government information; instruction, teaching, and practicums carried out by Library staff in the classroom or in the Library; highlights from the Library website (e.g., links for subject and course guides and to online tutorials); research partnerships between the Library and the department or program; research consultations; help desk visits; and selected detailed statistical information about the Library.

## **H. Development of the Self-Study**

A program development committee consisting of the following members led the development of the self-study:

Dr. Patrizia Gentile

Dr. Paul Mkandawire

With contributions and advice from:

Dr. Dan Irving

Dr. Lara Khattab

Dr. Eglá Martínez

Dr. Shazia Sadaf

Dr. Rebecca Schein

Laura Barrow, IIS Administrator

Dr. James Opp, Associate Dean (Programs), Faculty of Graduate and Postdoctoral Affairs

Dr. Peter Thompson, Associate Dean (Academic), Faculty of Arts and Social Sciences

Sandra Bauer, Program Officer, Faculty of Graduate and Postdoctoral Affairs

The conceptualization of the proposed program was a collective effort by all members of the HUMR program including our 2020-21 term appointment. Various drafts of the volume were prepared by Drs. Gentile and Mkandawire with the assistance of Laura Barrow and presented to HUMR faculty for discussion, input, and commentary. The results of this multiple exchanges were compiled by Drs. Gentile and Mkandawire and presented to Drs. Opp and Thompson for editorial consideration. Finally, Drs. Gentile and Mkandawire with the assistance of Laura Barrow organized a meetings with members of our partnering units to answer questions as part of the letter of support process.

## Appendix 1. Proposed Calendar Program Description

### M.A. Human Rights and Social Justice (4.0 credits)

#### Requirements - Thesis pathway:

<b>1. 0.5 credit in:</b>	0.5
<a href="#">HUMR 5901</a> [0.0] Critical Approaches to Human Rights and Social Justice	
<b>2. 0.5 credit in:</b>	0.5
<a href="#">HUMR 5902</a> [0.0] Critical Methodologies in Human Rights and Social Justice	
<b>3. 1.0 credit in</b> 5000-level HUMR courses or approved graduate courses from outside of the department. No more than 1.0 credit in Directed Studies may be used to fulfil degree requirements.ies may be used to fulfil degree requirements.	1.0
<b>4. 2.0 credits in:</b>	2.0
<a href="#">HUMR 5909</a> [0.0] Thesis	
<b>Total Credits</b>	4.0

#### Requirements - Research essay pathway:

<b>1. 0.5 credit in:</b>	0.5
<a href="#">HUMR 5901</a> [0.0] Critical Approaches to Human Rights and Social Justice	
<b>2. 0.5 credit in:</b>	0.5
<a href="#">HUMR 5902</a> [0.0] Critical Methodologies in Human Rights and Social Justice	
<b>3. 2.0 credits in</b> 5000-level HUMR courses or approved graduate courses from outside of the department. No more than 1.0 credit in Directed Studies may be used to fulfil degree requirements.ies may be used to fulfil degree requirements.	2.0
<b>4. 1.0 credit in:</b>	1.0
<a href="#">HUMR 5908</a> [0.0] Research Essay	
<b>Total Credits</b>	4.0

**Requirements - Coursework pathway:**

<b>1. 0.5 credit in:</b>	0.5
<a href="#">HUMR 5901</a> [0.0]      Critical Approaches to Human Rights and Social Justice	
<b>2. 0.5 credit in:</b>	0.5
<a href="#">HUMR 5902</a> [0.0]      Critical Methodologies in Human Rights and Social Justice	
<b>3. 3.0 credits in</b> 5000-level HUMR courses or approved graduate courses from outside of the department. No more than 1.0 credit in Directed Studies may be used to fulfil degree requirements.ies may be used to fulfil degree requirements.	3.0
<b>Total Credits</b>	4.0

## Appendix 2. Proposed Calendar Course Descriptions

HUMR 5302 [0.5 credit]

### **Sexuality, Gender and Social Justice**

Draws on sexuality studies, Trans studies and other interdisciplinary fields of critical scholarship to analyse sex, gender and sexuality as governing relations, their intersection with other systemic power relations (e.g. colonialism, capitalism), and resistance efforts grounded in social justice politics.

HUMR 5303 [0.5 credit]

### **Critical Race Theory**

Discourses of global racism against Blacks, Indigenous, and people of colour; ongoing colonization, social criminalization, and gendered and racialized immigration policies examined from grounded theorizing and practice of anti-racist work.

HUMR 5304 [0.5 credit]

### **Narratives of Human Rights**

Ways in which literature and other narrative modes (media, memoir, documentary, film, art, music) engage with the political landscapes around issues of human rights and social justice; the role of these narratives in representation, spectatorship, and power.

HUMR 5305 [0.5 credit]

### **Critical Epidemiology and Human Rights**

How social inequality and rights abrogation can worsen the spread and impact of disease epidemics, and how social justice and rights promotion can mitigate.

HUMR 5306 [0.5 credit]

### **Terrorism and Islamophobia**

Post-9/11 Islamophobia in the West and resulting human rights concerns around issues of terrorism, surveillance, exclusion, and anti-immigrant sentiments. Political contexts at play in the social construction of terrorism through popular media and language.

HUMR 5502 [0.5 credit]

### **Global Indigenous Knowledges**

Indigenous Peoples' contributions to world knowledges through community resistance and resurgence, social movements, community arts, and scholarship. How colonialism, capitalism, and patriarchy normalize plundering, dispossession and epistemic violence and impact Indigenous and non-human life.

HUMR 5503 [0.5 credit]

### **Social and Environmental Justice**

Global, domestic and international socioenvironmental issues examined through perspectives of anti-colonial, decolonial justice and grassroots praxis. Topics may include corporate mining, food sovereignty, environmental violence(s), green capitalism, Indigenous feminisms, and climate injustices.

HUMR 5504 [0.5 credit]

### **Citizenship and Political Violence**

How political violence produces, destabilizes, and transforms various regimes of citizenship, including formal citizenship and socio-cultural conceptions legitimating group membership. Legal, socio-cultural, and spatial practices of making and unmaking citizens in the execution of political violence.

HUMR 5505 [0.5 credit]

**Global Labour Justice**

Exploration of the changing world of labor with a focus on workers' struggles and the neoliberal assault on the global working class; the conjoining struggles of global north and south workers and their quest for social justice and self-determination.

HUMR 5506 [0.5 credit]

**Global Childhoods**

Investigation of the political, economic, health, and social experiences of childhood and youth as a global community and as producers of knowledge in context of settler colonial structures. Topics may include global migration, climate crisis, education, labour, political violence, health, community practices, and accessibility.

HUMR 5901 [0.5 credit]

**Critical Approaches to Human Rights and Social Justice**

Selected topics related to anti-colonial/decolonial scholarship aimed to dismantle and destabilize conceptualizations of human rights and social justice discourses. This seminar examines knowledges that resist legalistic ideals of human rights and social justice in their struggle towards transformative justice and politics.

HUMR 5902 [0.5 credit]

**Critical Methodologies in Human Rights and Social Justice**

Methodologies and epistemologies related to research practices grounded in anti-colonial and decolonial knowledge, theories, and methods. Students may be asked to apply these acquired skills to conduct research in the field and communities.

HUMR 5905 [0.5 credit]

**Practicum**

Grounded in experiential learning principles and community engagement practices, students work with partnering institutions and organizations or social justice initiatives and movements to situate their scholastic knowledge of rights-based advocacy and struggles to achieve social justice.

HUMR 5908 [1.0 credit]

**Research Essay**

Examination of an approved topic in an area of specialization of either the Institute faculty or associated faculty from across the University. Students will have a supervisor and a second reader.

HUMR 5909 [2.0 credits]

**Thesis**

HUMR 5910 [0.5 credits]

**Directed Studies**

Directed study on selected topics may be arranged with a faculty member or visiting scholar with permission of the Institute.

### **Appendix 3. Proposed Calendar Admission Requirements**

#### **Admission**

The normal requirement for admission to the M.A. Human Rights and Social Justice is a B.A. Honours degree with a minimum B+ average in human rights or social justice or a related field, and demonstrated English proficiency.

Applicants possessing an undergraduate honours degree from other fields of study may be admitted with additional requirements which will be specified on the offer of admission.



# Institutional Quality Assurance Process

Library Report for Human Rights and Social Justice (MA)

New Program

*Date:* March 22, 2021

*Compiled by:* Alana Skwarok, Collections Librarian, Arts & Social Sciences  
Sylvie Lafortune, Collections Librarian, Business & Public Affairs

*Submitted to:* Sandra Bauer, Program Officer, Faculty of Graduate and Postdoctoral Affairs

*cc* Amber Lannon, University Librarian  
Laura Newton Miller, Head of Collections & Assessment  
Sally Sax, Head of Electronic Resources & Acquisitions  
Patti Harper, Head of Research Support Services

## Overview and Recommendations

An analysis of Carleton University Library's information resources and services in support of the program demonstrates that the Library does not require additional funds to support it.

## Library Collections

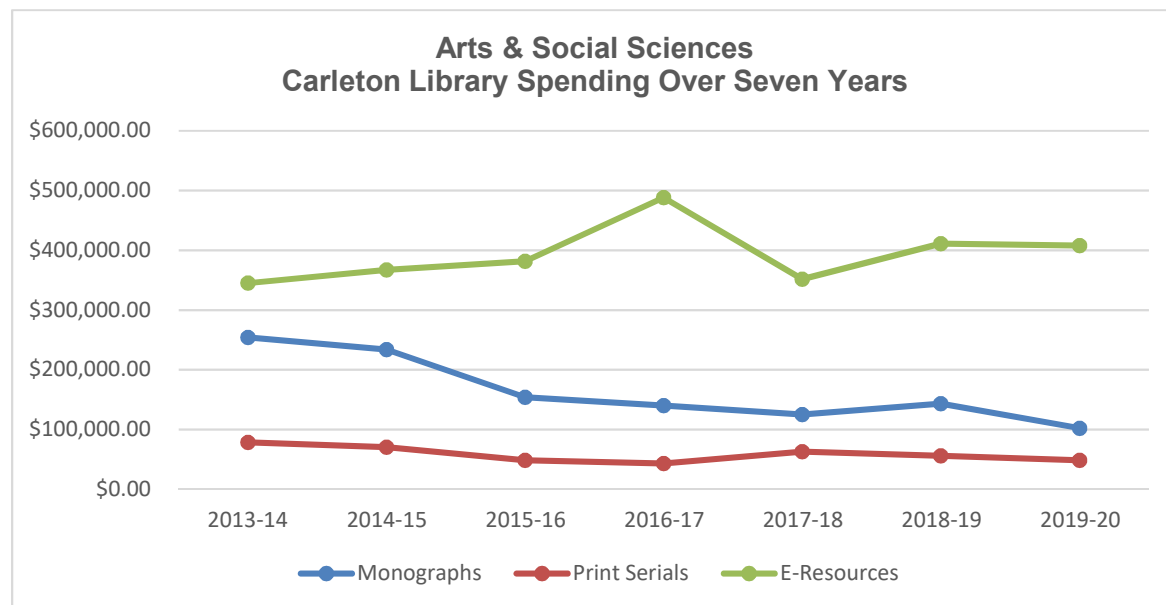
### Subject Specific

The Library's collection includes specific resources to support the MA in Human Rights and Social Justice. These include:

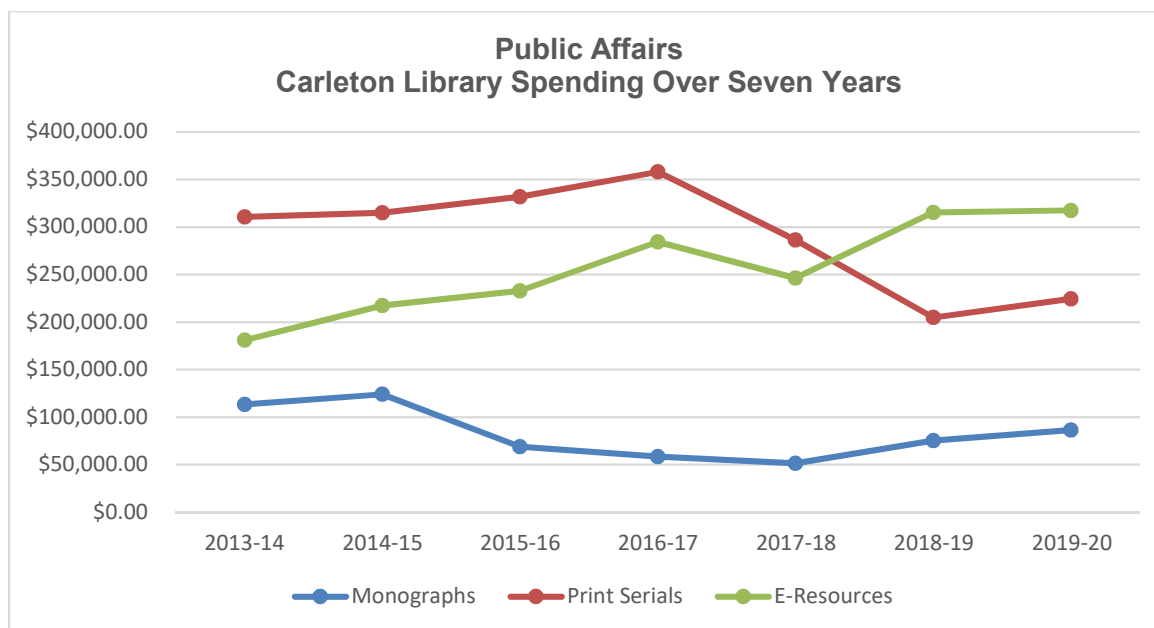
- 100% of the top-ranked 20 journals in SCImago classified under Law
- 100% of the top-ranked 20 journals in SCImago classified under Sociology
- 95% of the top-ranked 20 journals in SCImago classified under Political Science and International Relations

During the 2019/2020 academic year, the Library's spending for collection in all areas was about \$7.2 million. 87% of the entire collections budget is spent on electronic resources. About \$3.5 million was spent on general electronic resources which benefit all subject areas.

In addition to that amount, the following shows the amounts spent on electronic resources (databases, journals, ebooks, indexes), print journals, and monographs related to the Arts & Social Sciences for the past seven years:







## Teaching, Learning, and Research

The information-literate student is one who is able to access information efficiently, critically assess it, assimilate and synthesize it effectively. The Library's programs and services are grounded in Ontario's Quality Assurance Framework, articulated in *Ensuring the Value of University Degrees in Ontario*, the Council of Ontario Universities' guide to degree level expectations in the province.

The Legal Studies Librarian works collaboratively with faculty to address students' information competencies through a number of methods, including the following.

## Instruction, Teaching, and Practicums

A total of 500 in-class instruction sessions were provided by Library staff in all subject areas during 2019-2020, and a total of 14,758 students attended those sessions. Librarians design classes and practicum opportunities to meet the needs of specific assignments and course requirements while addressing broad learning objectives.

The Library offers workshops for graduate students in research and writing through the Faculty of Graduate and Postdoctoral Affairs (FGPA). FGPA hosts Grad Navigate: a hub of graduate-specific workshops and services that assist graduate students in navigating different aspects of their graduate school experience and developing professional skills. Examples include (but are not limited to) workshops about copyright, citation management, research data management, NVIVO, scholarly journal writing, research impact, and data visualization.

## Learning Support – Provided Online

The Library website ([library.carleton.ca](http://library.carleton.ca)) is designed to support each step of the research process: identifying, accessing, borrowing, evaluating, and citing resources. Google Analytics recorded over 1 million visits to the Library website during 2019/20. Library users can now easily conduct a comprehensive search of the entire collection using the Omni search interface.

Highlights of the Library website include:

- [Human Rights Subject Guide](#)
- [Law Subject Guide](#)
- [Sociology Subject Guide](#)
- [Disability Studies Subject Guide](#)

## Research Partnerships

Active research is the foundation of a strong academic program, and an increasingly important part of student learning and development. The Library provides resources, services, and expertise to facilitate the Carleton research community at all levels and through all stages of the research process. This research support is provided at key service points, and through consultations and more formal collaborations.

## Services

### Individual Research Consultations

Library staff provided 3973 individual research consultations in 2019/20 for all faculties. Consultations can be scheduled for quantitative and qualitative research, as well as for GIS support.

### Research Help Desks

Onsite research help is provided through two service points: a Research Help desk on the main floor of the Library and a help desk in Archives and Special Collections (ASC). These two service points had a total of 5257 visits in 2019/20. This service is supplemented by extended online Ask a Librarian CHAT service. 1015 Carleton patron questions were answered in the last year through CHAT.

Results from recent user surveys show that the Library performs well in providing off-campus access to resources and services, and that these resources help people to be successful at university. The Library also does well at providing accurate answers to questions and providing course reserves that help both faculty and students.

The Info Hub is a space located at the entrance of the Library where users can expect to get answers to any directional questions they may have and/or be referred to other services in the building when needed. The Info Hub complements other service desks in the library.

## General Information about the Library

Carleton Library consists of five stories, totaling over 214 thousand square feet. Two floors are dedicated to silent study, while three others allow for quiet conversation. As of the Fall of 2019, the Library had a total of 2400 seats for students. This included 179 public computers and 41 bookable group study rooms. User surveys show the need for more group and silent spaces with outlets for power, and so renovations throughout the Library in the past few years continue to focus on new study space for students.

The Library has dedicated graduate study spaces assigned on a first come, first served basis. These include large carrels, desks in shared study rooms, and graduate lockers.

The Discovery Centre is a 9,500 square foot collaborative workspace for undergraduate research. This dynamic learning environment is outfitted with ergonomic, accessible and stylish

furniture as well as state-of-the-art technology. This multi-purpose space can be adapted to suit a wide range of needs.

The New Sun Joy Maclaren Adaptive Technology Centre provides Carleton University students with disabilities, who have been referred by centrally on campus, to a pleasant comfortable place to do university work using technology adapted to their needs.

As of Spring 2020, the Library's collection includes approximately 1.2 million print monographs, 1.5 million e-books, and over 200,000 e-journals in a wide range of subjects and disciplines. In addition, the Library has substantial collections of government documents and other resources, maps, data, rare books and other special research collections, printed journals, archives, theses, multimedia resources (audio, DVD, streaming video), musical scores, computer games, emerging technology, as well as licensed access to over 300 full-text and indexing databases in a broad range of subjects. For a snapshot of details, see Appendix. Carleton Library is also a member of HathiTrust, which gives students, staff, and faculty access to a digital repository of millions of books, serials, and other materials from research institutions and libraries from around the world.

Collection librarians and subject specialists work together with the Head of Collections & Assessment to build and maintain the Library's collection by developing collection policies that guide the systematic selection of materials. The Library also provides a request form on its website where a user may suggest a book or other item for purchase.

In order to enhance its purchasing power (particularly for electronic resources), the Library is an active member of two major cooperative partnerships: the Ontario Council of University Libraries (OCUL), a consortium of the 21 academic libraries in the province; and the Canadian Research Knowledge Network (CRKN), a consortium of 75 academic libraries across the country.

The Library's annual acquisitions budget for the 2020/2021 fiscal year is \$7.5 million, and its staffing and operating budget is \$11.99 million.

The Library acquisitions budget is not protected from inflation, exchange rates, or cuts, which often challenges the Library's ability to provide all the necessary resources in support of teaching, learning, and research at Carleton. Consideration of the funds necessary for the Library's acquisitions budget is part of the academic planning and Quality Assurance processes for new programs. For many years, Carleton's acquisitions budget has been small in comparison to the national average of academic library budgets, and it still has some catching up to do. However, the gap is narrowing, thanks to recent yearly increases to the Library's base budget. The Library is dedicated to regular assessment of its resources and services. Staff use an assortment of qualitative and quantitative techniques to evaluate collections and services in order to make sound decisions within budget parameters.

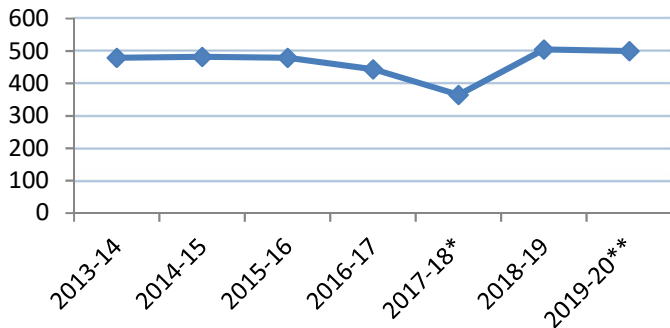
The Library strongly supports the principles and practices of open access. The University's institutional repository, CURVE, was established in 2011 and is maintained by the Library. It includes not only a growing archive of the broad intellectual output of the University, but also digitized versions of most of the theses accepted at Carleton since 1955 – and as of 2014 houses all new Carleton theses deposited electronically. The Library contributes to CURIE, the University's program to provide funding for faculty and researchers who are publishing in open access journals, and also hosts 10 OA journals online using the Open Journal Systems management and publishing system.

# AT A GLANCE: CARLETON UNIVERSITY LIBRARY

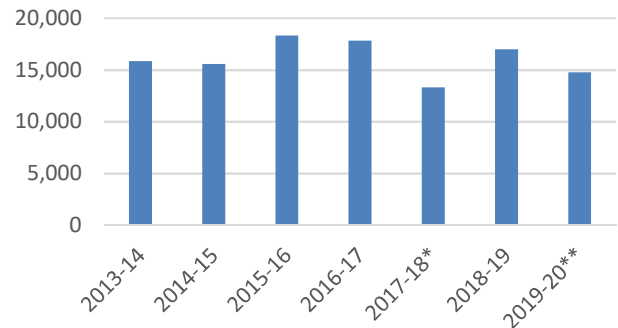
Statistics as of May 1, 2020 except where indicated; \*\* new system implementation & pandemic; \* labour disruption

## Teaching, Learning, & Research

Library Instruction Sessions

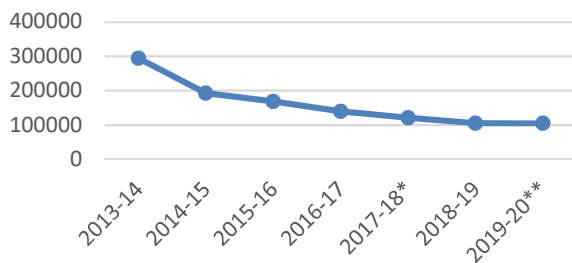


# Participants



## Research Experience

Regular Loans & Renewals



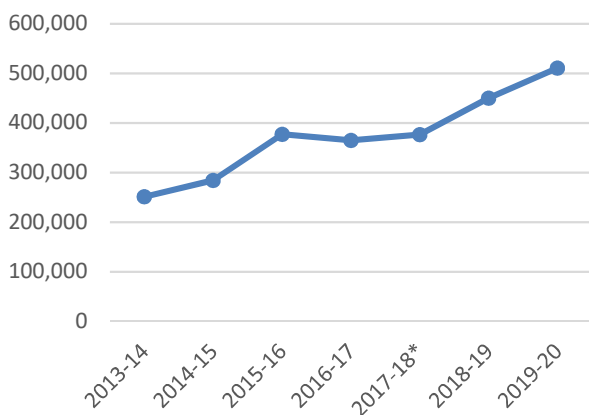
### Highlights:

- CURVE - Carleton's Institutional Repository
- Open Access Funding for Faculty, Staff, & Students
- Research Data Management Training
- Open Access Awards for Graduate Students
- Discovery Centre for Undergraduate Research & Engagement
- Professional Skills Training for Graduate Students

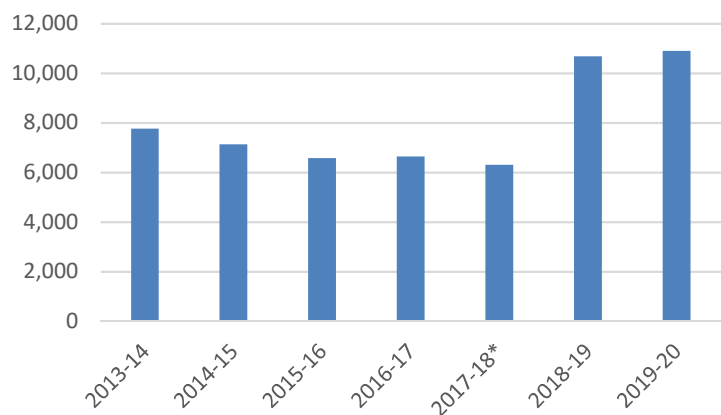
### Electronic Usage:

- E-journal downloads (2019): 1,923,320
- Library Web Visits (2019-20): 1,047,090

Reserve Loans and Views

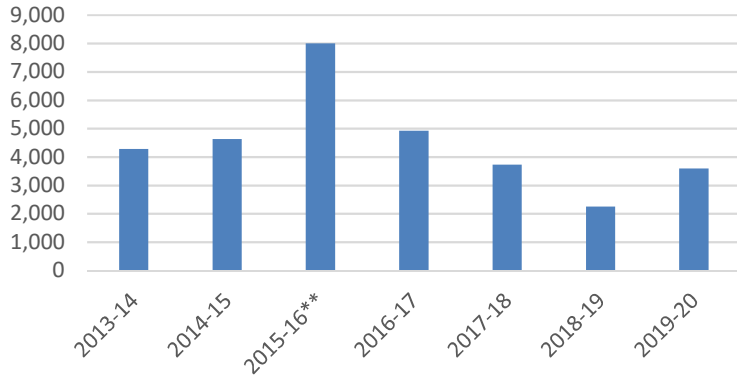


Interlibrary Loan Requests Filled

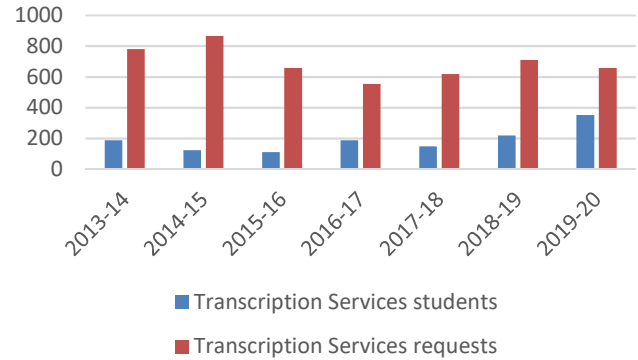


## Student Learning Experience

Student Visits to Adaptive Technology Centre



Transcription Services



### Highlights:

- Over 1.9 million visits in a year
  - 2,400 seats
  - 179 workstations
- 41 bookable group study rooms
- Group & graduate study rooms
  - Innovative Study areas
  - Adaptive Technology Centre
- 24 hour, 5 days per week access
- Book Arts Lab, an experiential learning space

## Organizational Excellence

### Rankings & Comparisons:

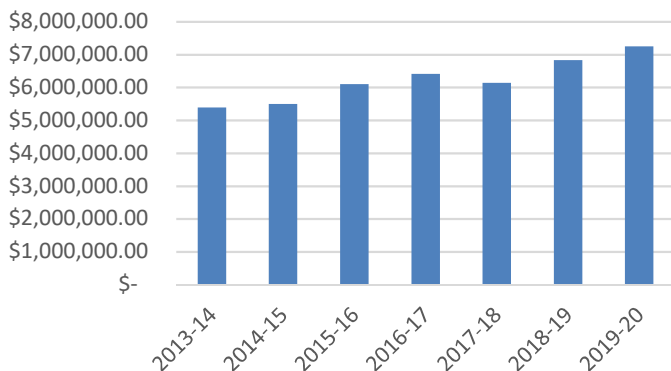
Globe & Mail 2019 Canadian University Report	
Average	Library Resource Spending
Maclean's - Comprehensive Universities (2020)	
8th/15	Library Expenses
10 <sup>th</sup> /15	Library Acquisitions
Carleton Service Satisfaction- Students (2018)	
8.2/10	Overall satisfaction- Library
Carleton Service Satisfaction- Employees (2019)	
8.7/10	Overall satisfaction- Library

### Collection Facts:

- o 1.2 million print monographs
- o Over 1690 linear metres of manuscripts & archives
- o 87% of total collection budget allocated to e-resources
- o Over 1.5 million e-books
- o Over 200,000 e-journals

### Expenditures

Total Expenditures- Library Materials



<b>Library collection expenditures (2017/18)</b>	Carleton = \$6,137,366 National Average = \$11,672,014
<b>Library collections expenditure as a percentage of University budget (2017/18)</b>	Carleton = 1.39% National Average = 1.91%
<b>Library collections expenditures per FTE student enrolment (2017/18)</b>	Carleton= \$222.30 National Average= \$435.32



## STATEMENT OF SUPPORT FROM ACADEMIC UNIT

**From (name, title):**

**Academic Unit:**

**Date:**

**Name of proposal for which support is being sought:**

**Select one:**



I support this proposal unconditionally.



I do not support this proposal.



I support this proposal, with the following reservations:

**Signature:** via email

---



## STATEMENT OF SUPPORT FROM ACADEMIC UNIT

**From (name, title):**

Anna Hoefnagels, Director

**Academic Unit:**

School of Indigenous and Canadian Studies

**Date:**

9 June 2021

**Name of proposal for which support is being sought:**

Master of Arts in Human Rights and Social Justice

**Select one:**



I support this proposal unconditionally.



I do not support this proposal.



I support this proposal, with the following reservations:

**Signature:**



## STATEMENT OF SUPPORT FROM ACADEMIC UNIT

**From (name, title):** Annie Larivée

**Academic Unit:** Department of Philosophy

**Date:** 14/04/2021

**Name of proposal for which support is being sought:**

MA in Human Rights and Social Justice

**Select one:**



I support this proposal unconditionally.



I do not support this proposal.



I support this proposal, with the following reservations:

**Signature:**

*Annie Larivée*





## STATEMENT OF SUPPORT FROM ACADEMIC UNIT

**From (name, title):** Blair Rutherford, Chair

**Academic Unit:** Sociology and Anthropology

**Date:** 30 March 2021

**Name of proposal for which support is being sought:**

Human Rights and Social Justice MA

**Select one:**



I support this proposal unconditionally.



I do not support this proposal.



I support this proposal, with the following reservations:

**Signature:** via email

---



## STATEMENT OF SUPPORT FROM ACADEMIC UNIT

**From (name, title):**

Ann Cvetkovich, Director

**Academic Unit:**

Pauline Jewett Institute of Women's and Gender Studies

**Date:**

April 22, 2021

**Name of proposal for which support is being sought:**

Human Rights and Social Justice MA program

**Select one:**



I support this proposal unconditionally.



I do not support this proposal.



I support this proposal, with the following reservations:

**Signature:**



## Appendix 6. Articulation of the Learning Outcomes

Below are explanations that provide context to the descriptions provided in the table.

*Learning Outcome 1:* The proposed required seminar, Critical Knowledges of Human Rights and Social Justice (HUMR 5901) scheduled in the fall semester of a student's first year of study, provides critical theoretical knowledge focusing on anti-racist/anti-colonial/decolonial thought and scholarship aimed to dismantle and destabilize historical and contemporary Westerncentric, neo-liberal, and socio-political hierarchies related to conceptualizations of human rights and social justice discourses. This seminar provides the students the opportunity to grapple with the lived experiences and knowledges of local, national, and global communities that have resisted against legalistic ideals of human rights and social justice in their struggle to create meanings of transformative justice and politics. Other proposed seminar courses offered in the program such as HUMR 5503 (Social and Environmental Justice), HUMR 5502 (Global Indigenous Knowledges) and HUMR 5303 (Critical Race Theory) will provide students a platform to tackle social injustice pertaining to colonialism, nation, and citizenship encountered in HUMR 5901. Students must complete written papers/responses, assignments, and oral presentations in this course. These courses are critical elements to providing students with a depth and breadth of knowledge in human rights and social justice, and they contribute towards their mastery of oral and written communication skills.

*Learning Outcome 2:* The proposed required seminars, Critical Knowledges to Human Rights and Social Justice (HUMR 5901) for the fall term and Critical Methodologies for Human Rights and Social Justice (HUMR 5902) scheduled in the winter semester of a student's first year of study, will focus and emphasize approaches and epistemologies deployed when conducting academic and community-based research related to human rights and social justice. Critical methodologies and theories for human rights and social justice provide pathways to learn, evaluate and apply ways of doing research that seriously engage anti-colonial and decolonial methodologies, theories, and methods. This course may entail students to apply these acquired skills as practical tools to conduct concrete research in the field. Written and oral presentations of research methodologies, design and methods, and theories will form an important part of student evaluation. In addition to HUMR 5901 and 5902, students will expand on theoretical and methodological debates related to the field of human rights and social justice in HUMR 5503 (Social and Environmental Justice); HUMR 5303 (Critical Race Theory); HUMR 5502 (Global Indigenous Studies); and HUMR 5504 Citizenship and Political Violence when offered.

*Learning Outcome 3:* The Critical Methodologies for Human Rights and Social Justice proposed required seminar (HUMR 5902), thesis/major research paper research, and compulsory committee meetings, provide the avenues for students to learn to critically evaluate, examine, and question research methodologies, including those applied in their own research. Other program elements, including attendance at departmental seminars or conference talks, will expose students to additional and/or complementary research methods and protocols, enabling students to gain critical knowledge on methodologies and to provide analysis of research methods and epistemologies. Student evaluation will take the form of written reports and oral communications, particularly with their supervisor, graduate advisory committee, and course instructor.

*Learning Outcome 4:* The program offers a practicum component (HUMR 5905) for students without previous employment or workplace experience in the field of human rights and social justice. As a form of experiential learning, the practicum represents an opportunity for students to integrate critical knowledges from various MA-level course work and engage in grappling with issues related to social

justice struggles within a supervised practical setting. Practicum placements also provide students with opportunities to build networks, thereby enhancing their post-graduation employment prospects. The HRSJ program already has extensive experience with practicums and has a dedicated faculty on 0.5 course release charged with development of professional placements for all of our final year undergraduate students. Typically, students spend one day a week working with an organization. We will harmonize our undergraduate practicum with the graduate practicum by placing them under the supervision of one dedicated faculty member. Scheduled written critical reflections, periodic employer/workplace supervisor assessments, and final practicum evaluation form assessing the performance of the student in relation to prior mutually agreed goals and expectations will form the basis of student evaluation. In addition to the practicum course, students will be exposed to experiential learning and application in elective courses including HUMR 5505 (Global Labour Justice); HUMR 5502 (Global Indigenous Knowledges); HUMR 5506 (Global Childhoods); and HUMR 5302 (Critical Sexuality, Gender, and Social Justice).

*Learning Outcome 5:* All elements and courses (required/electives) of the MA program incorporate the use of theoretical/analytical tools and knowledge to build students' skills and capacity to evaluate, identify, and communicate the unique contributions that modes of critical knowledges and practices that use, for example, epistemologies grounded in decolonial theories, global Indigenous thought, community praxis, and solidarity struggles to bear on discourses related to human rights and social justice as concepts and constructs. Students will have numerous opportunities to apply their knowledge and skills to assess, critique, evaluate and articulate contributions that these critical knowledges can make to transformative world-making in academic and community setting.

*Learning Outcome 6:* Beyond a deeper understanding of the epistemological, methodological, and ethical issues related to *Learning Outcome 2*, students will conceptualize, design and conduct research to generate critical knowledges outside of neoliberal, Westerncentric, and hierarchical structures. These critical knowledge systems are meant to destabilize current human rights research based in legal, bureaucratic, and juridical traditions and position epistemologies that centre social and transformative justice as paramount. Evaluations required for each of these elements include thesis and/or MRP proposals, thesis committee meetings, and oral presentations, which will assess the student's capabilities to appraise research and apply these critical knowledges to develop, formulate, and/or investigate questions and make methodological choices applicable to social justice theories and practices. Students engagement with these knowledges will be explored in HUMR 5902 (Critical Methodologies for Human Rights and Social Justice).

*Learning Outcome 7:* All components of the MA program have a written and/or oral communication aspect, providing a clear basis upon which to evaluate student progress and assess mastery of relevant skills. Other program elements such as attendance at departmental seminars and/or conference talks will enable students to hone their oral and written communication skills. Students will have on-going opportunities to understand, apply, analyse, and evaluate human rights and social justice struggles while mobilizing and contributing critical knowledges to various communities consisting of but not exclusive to activists, scholars, researchers, advocacy groups, and government officials. It is important to note that students pursuing studies in the proposed MA will resist social and hierarchical constructs of knowledge drawn exclusively from in academic expertise.

## Appendix 7. Detailed Description of Assessment Plan and Summary of Findings

<b>LO1. Critically identify and explain key historical and contemporary issues that have helped define contemporary global social justice struggles</b>	
<b>Program component</b>	Required courses/components: HUMR 5901; HUMR 5503; HUMR 5502; HUMR 5303; HUMR 5999 (Thesis); HUMR 5998 (MRP)
<b>Sources of evidence</b>	Written thesis or research paper (including research creation projects) or course paper work or report-style analysis; deliver presentations; engagement/participation in class discussion
<b>Collection procedure</b>	For courses, students submit/deliver assignments throughout the semester.  Students submit electronic copies of their final theses or research essay for either defence or review by a second reader. Defended thesis or marked essay will be uploaded or stored.
<b>Assessment criteria</b>	Carries out analytical research; works independently; conducts research; provided theoretical and literature overview; engages with scholarly debates and discussions
<b>Assessment method</b>	Oral defence for thesis; grade evaluation for research essay; grade evaluation for course work submissions
<b>Reliability and validity checks</b>	Thesis defence will be evaluated with an external, internal, and supervisor present; MRE will be evaluated by supervisor and second reader; course work will be evaluated by course instructor
<b>Schedule</b>	Assess 2026-27; 2029-30
<b>Summary of observations</b>	TBD
<b>Recommendations</b>	TBD
<b>Action plan</b>	TBD
<b>Dissemination</b>	TBD

<b>LO2. Critically evaluate major theoretical and methodological perspectives and debates within the fields of human rights and social justice</b>	
<b>Program component</b>	Courses listed below may or may not be offered during the assessment year. Only courses offered will be subject to assessment:  HUMR 5901; HUMR 5902; HUMR 5503; HUMR 5502; HUMR 5303; HUMR 5504

<b>Sources of evidence</b>	This will vary by course, but may include research paper (including research creation projects) or short assignments or report-style analysis; presentations; engagement/participation in class discussion
<b>Collection procedure</b>	Faculty teaching the course will share the student work and marks.
<b>Assessment criteria</b>	Based on in course evaluations as designated by the instructor.
<b>Assessment method</b>	Review of student submissions and discussion with the instructor
<b>Reliability and validity checks</b>	Selective grade evaluation/assessment by faculty member/course instructor by GPC
<b>Schedule</b>	Assess 2024-25; 28-29
<b>Summary of observations</b>	TBD
<b>Recommendations</b>	TBD
<b>Action plan</b>	TBD
<b>Dissemination</b>	TBD

<b>LO5.</b> Articulate the unique contributions that approaches rooted in human rights and social justice can make in specific areas such as economic justice, racial equality and environmental sustainability	
<b>Program component</b>	<p>Courses listed below may or may not be offered during the assessment year. Only courses offered will be subject to assessment</p> <p>HUMR 5504; HUMR 5302; HUMR 5305; HUMR 5503; HUMR 5304; HUMR 5502; HUMR 5505; HUMR 5306</p>
<b>Sources of evidence</b>	This will vary by course, but may include research paper (including research creation projects) or short assignments or report-style analysis; presentations; engagement/participation in class discussion
<b>Collection procedure</b>	Faculty teaching the course will share the student work and marks.
<b>Assessment criteria</b>	Based on in course evaluations as designated by the instructor.
<b>Assessment method</b>	Review of student submissions and discussion with the instructor

<b>Reliability and validity checks</b>	Selective grade evaluation/assessment by faculty member/course instructor by GPC
<b>Schedule</b>	Assess 2024-25; 28-29
<b>Summary of observations</b>	TBD
<b>Recommendations</b>	TBD
<b>Action plan</b>	<i>TBD</i>
<b>Dissemination</b>	<i>TBD</i>



**Carleton**  
UNIVERSITY  
Canada's Capital University

Office of the Vice-Provost and  
Associate Vice-President (Academic)

## **Institutional Quality Assurance Process**

### **New Program Approval:**

### **Human Rights and Social Justice Master of Arts**

### **Volume 2: *Curricula vitae***



**Curriculum Vitae**  
Patrizia Gentile, Ph.D.  
Patrizia.gentile@carleton.ca

---

**Rank:**

**Associate Professor (tenured)**

Institute of Interdisciplinary Studies (100%); Department of History (0/100); School of Indigenous and Canadian Studies (0/100); Department of Sociology/Anthropology (0/100)  
N.B. As of July 2018: 50-50 cross appointment with Human Rights & Social Justice/Women's and Gender Studies

**Education:**

2006   **PhD:** Queen's University - History

1996   **Master of Arts:** Carleton University - Canadian Studies  
Passed with Distinction

1993   **Bachelor of Arts:** McGill University - History/Political Science

**Academic Employment:**

2013-July 2015        Director, Institute of Interdisciplinary Studies

2012                   Associate Professor

2011                   Director, Institute of Interdisciplinary Studies [on leave 2013-2014]

2006-2010           Assistant Professor  
Carleton University  
Pauline Jewett Institute of Women's and Gender Studies

2005-2006           Sessional Lecturer  
Carleton University  
Pauline Jewett Institute of Women's Studies

2003-2006           Part-time Professor  
University of Ottawa  
Department of History

1998-2004           Teaching Fellow/Adjunct  
Queen's University  
Department of History

### **Professional Experience**

October 2005-December 2005

Assistant Researcher, Order of Canada Section, Chancellery, Government of Canada

January 2005-September 2005

Assistant Herald, Canadian Heraldic Authority, Chancellery, Government of Canada

### **Research Grants/Government Funding**

March 2017

SSHRC Award to Scholarly Publication Program, \$8000 (co-applicant, Gary Kinsman and Pauline Rankin)

Title of project: "We Still Demand: Redefining Resistance in Sex and Gender Struggles"

April 2010

SSHRC Aid to Research Workshops and Conferences: \$23, 750.

Title of project: "Contests and Contestations: Bodies and Nation in Canadian History"

April 2009

SSHRC Aid to Scholarly Publishing, \$8000 (co-applicant, Gary Kinsman)

Title of Project: The Canadian War on Queers: National Security as Sexual Regulation

January 2008

SSHRC Institutional Grant: \$7000

Title of project: "*Mi ricordo/Je me souviens*: National Security, Race, and Gender in the 1970 October Crisis"

### **Awards and Scholarships**

2000-2001 Ontario Graduate Scholarship

2000-2001 Donald Rickerds Research Award

1998-1999 Frank Carrell Fellowship

1998-1999 Queen's Graduate Award

1997-1998 Frank Carrell Fellowship

1997-1998 Queen's Graduate Award

1996-1997 Queen's Graduate Award

### **Professional Honours/Community Honours**

- 2016 Favourite Faculty Member (Department of Housing and Residence Life Services)
- Recipient of *Capital Xtra!* Hero's Lifetime Achievement Award, March 2011
- Nominated for the TVO Best Lecturer 2009 competition

### **PUBLICATIONS**

#### **Book**

Patrizia Gentile, *Queen of the Maple Leaf: Beauty Contests and Settler Femininity* [University of British Columbia Press; in press forthcoming October 2020]

Gary Kinsman and Patrizia Gentile, *The Canadian War on Queers: National Security as Sexual Regulation* (Vancouver: University of British Columbia Press, 2010). [50/50] [554pp]

**Edited Book:**

Patrizia Gentile, Gary Kinsman, and Pauline Rankin, eds., *We Still Demand! Redefining Resistance of Sex and Gender Struggles* (Vancouver: UBC Press, 2016) [307pp]

Patrizia Gentile and Jane Nicholas, eds. *Contesting Bodies and Nation in Canadian History* (Toronto: University of Toronto Press, 2013). [415pp]

**Refereed journal articles:**

Patrizia Gentile, “*Gli Italiani non hanno paura*”: Italian-language Newspapers and the 1970 October Crisis,” *Quebec Studies* 55 (Summer 2013): 135-150.

Patrizia Gentile. “Restricted Access? National Security, Access to Information, and Queer(ing) Archives.” *Archivaria* 68 (December 2009): 137-158.

Patrizia Gentile and Gary Kinsman. “Sûreté, risque et résistance: Le Programme canadien de surveillance des homosexuels durant la Guerre froide.” *Bulletin d’histoire politique* 16, no. 3 (2008): 43-58.

**Refereed articles in edited collection**

Patrizia Gentile, “Queering Subversives in Cold War Canada,” in *Gender, Sexuality, and Cold War*, ed. by Philip Muehlenbeck, 53-67 (Nashville: Vanderbilt Press, 2017).

Patrizia Gentile, Gary Kinsman, and Pauline Rankin, “Introduction” in *We Still Demand! Redefining Resistance of Sex and Gender Struggles* (Vancouver: UBC Press, 2016). [60-20-20%]

Patrizia Gentile, “‘À bas la répression contre les homosexuels!’ Resistance and Surveillance of Queers in Montreal, 1971–76,” in *We Still Demand! Redefining Resistance of Sex and Gender Struggles*, eds. Patrizia Gentile, Gary Kinsman, and Pauline Rankin, (Vancouver: UBC Press, 2016)

Patrizia Gentile and Gary Kinsman, “National Security, Homonationalism, and the Making of the Neo-Liberal Queer,” in *Queer Kaleidoscopes: Disturbing Canadian Homonationalisms*, eds. OmiSoore H. Dryden & Suzanne Lenon, 139-145 (Vancouver: UBC Press, 2015) [50/50%]

Jane Nicholas and Patrizia Gentile, “Introduction: Contesting Bodies, Nation, and Canadian History.” In *Contesting Bodies and Nation in Canadian History*, eds. Patrizia Gentile and Jane Nicholas, 3-27 (Toronto: University of Toronto Press, Fall 2013). [50/50]

Patrizia Gentile. "À bas la répression contre les homosexuels! Résistance et surveillance des gais à Montréal, 1971-1976." In *Histoires de la sexualité au Québec*, ed. Jean-Phillipe Warren, 195-206 (Montreal: VLP, 2012).

Patrizia Gentile. "Capital Queer: Social Memory and Queer Place(s) in Cold War Ottawa." In *Placing Memory and Remembering Place in Canada*, ed. by James Opp and John Walsh, 187-214 (Vancouver: University of British Columbia Press, 2010).

Patrizia Gentile. "'Government Girls,' 'Ottawa Men': Cold War Management of Gender Relations in the Civil Service." In *Whose National Security? Canadian State Surveillance and The Creation of Enemies*, ed. by Dieter Buse, Gary Kinsman, and Mercedes Steedman, 131-141 (Toronto: Between the Lines: 2000).

**Non-refereed article:**

Patrizia Gentile and Gary Kinsman, "Psychology, National Security and the 'Fruit Machine'." *History and Philosophy of Psychology Bulletin* 12, no.2 (2000): 18-24.

**Encyclopedic entry (non-refereed)**

"We Demand" *Global Encyclopaedia of Lesbian, Gay, Bisexual, Transgender, and Queer History*, Eds. Howard Chiang, Anhali Arondekar, Marc Epprecht, Jennifer Evans, Ross Forman, Hanadi al-Samman, Emily Skidmore, Zeb Tortorici (MacMillan, 2019): 1720-1724.

"Blair, Winnifred (Miss Canada 1923)." Entry for the *Oxford Companion to Canadian History*. Ed. by Gerald Hallowell (Toronto: Oxford University Press, 2004): 74.

**Research reports:**

Patrizia Gentile, "Popular Culture and Female Sexuality: Consuming the 'Representations'" title section of MediaAction/EKOS Report, written in collaboration with Dr. Leslie Shade (see <http://www.media-action-media.com/node/7>) November 2007.

Gary Kinsman and Patrizia Gentile. "*In the Interests of the State*": *The Anti-gay, Anti-lesbian National Security Campaign in Canada: A Preliminary Report*. (Sudbury: Laurentian University, 1998) [253 pp].

**PAPERS PRESENTED**

**To Learned Societies**

May 2017: Roundtable panel: "Activism and Affect: Thinking Through Second-Wave Feminist Histories" presented at the Canadian Historical Association, Ryerson University, Toronto.

June 2017: Panel member: "Long Live the queen(s): Nation, Spectacle, and the making of Mr. Gay and Mr. Leather Canada," presented at Association for Canadian Studies in France, Paris.

May 2016: Roundtable panel: 'Activism and Affect: Thinking Through Second-Wave Feminist Histories' presented at the Canadian Historical Association, Calgary, Alberta.

June 2013: “ ‘*Gli Italiani non hanno paura:*’ Italian-language Newspapers and the 1970 October Crisis,” Canadian Historical Association, University of Victoria.

April 2012: “Using Memory Studies as Queer Methodology: Canadian Queers, National Security and Trauma,” European Social Science History Conference, Glasgow University, Glasgow, Scotland.

May 2011: Invited panel member, “Equity Panel,” Canadian Historical Association, University of New Brunswick, Fredericton.

August 2010: “Making all the Difference: Celebrating Andrée Lévesque,” presented at the Edging Forward, Acting Up: Gender and Women’s History at the *Cutting Edge of Scholarship and Social Action*, Canadian Committee on Women’s History conference, Simon Fraser University, Vancouver.

May 2010: “Excavating Queer ‘Stories:’ Archiving, Oral History, and Memory Studies,” presented at the annual meeting of the Canadian Historical Association, Concordia University, Montreal.

November 2009: “‘Homosexuality presents a *bone fide* operational impediment:’ The Canadian Military and the RCMP’s Responses to the Charter of Rights and Freedoms, 1982-1986,” presented at the *Association for Canadian Studies in the United States*, San Diego, CA.

May 2009: “Resisted Access?: National Security, the Access to Information Act, and Queers in the Archives,” presented at the annual meeting of the *Canadian Historical Association*, Carleton University, Ottawa.

May 2009: “Queers, Class Struggles and Security Campaigns in Cold War Ottawa,” presented at the annual meeting of the *Canadian Committee on Labour History*, Workers’ Heritage Centre, Ottawa.

June 2008: “Smashing Sexism and Corporate Power: Feminism, Radicalism, and Beauty Contests in Canada, 1963-1975,” presented at the annual meeting of the *Canadian Historical Association*, University of British Columbia, Vancouver.

October 2006: “Is it Safe to Come Out?: Renegotiating Gay and Lesbian Space During Canada’s War on Queers,” presented at the *British Association of Canadian Studies* annual meeting in Genoa, Italy.

May 2001: “‘Miss Canada is Big Business’: Consuming Beauty and Nationalism in Canada and Abroad,” presented at the *Canadian Historical Association* annual meeting in Quebec City, Quebec.

July 2000: "Detecting the Sexual Deviant: Fruit Machines, Psychology and Security in the 1960s," presented at the *Canadian Psychological Association Annual Convention* with Gary Kinsman in Ottawa, Ontario.

June 1998: "'More hotel than home': Women's same-sex networks and social/sexual geography in Cold War Ottawa", presented at the *Canadian Historical Association* annual meeting in Ottawa, Ontario.

June 1997: "A 'Ray of Sunshine': The International Ladies Garment Workers' Union, Beauty Contests and Working-class Women in Montreal, 1948-1976", presented at the *Canadian Historical Association* annual meeting in St. John's, Newfoundland.

August 1995: "Defending the Security State: Beauty Contests and Fruit Machines, 1950-1972" presented at the *Canadian Sociology and Anthropology Association* annual meeting in Montreal, Quebec.

#### **To Other Academic bodies**

June 15, 2019: Patrizia Gentile, "Leather, Feathers, and Fags: Beauty Contests in Canadian Leather and Drag Communities, 1960 to 2010," Queer History Conference, San Francisco, California.

January 2019: "Same-Sex Marriage in Canada," 18 Seminario de Estudios Canadadienses, organized by FLACSO, University of Havana, Cuba.

October 2010: "Mi ricordo/Je me souviens: History, Memory, and the Italian Community during the October Crisis 1970," presented at the Just Watch Me! 40<sup>th</sup> Anniversary of the October Crisis and War Measures Act in Canada conference (co-organizer with Anne Trepanier), Carleton University, Ottawa.

September 2008: "Purges and Queers: Actively Remembering National Security as Sexual Regulation," presented at the *Active History: History for the Future* conference, York University, Glendon College.

October 2007: "Perverts and Purges: The Security State and Homosexual Communities in Cold War Canada" presented at the *Los Angeles Queer Studies Conference 2007* at University of California Los Angeles in Los Angeles, California.

June 2007: Plenary panelist titled "My Country is the Whole World?" Women's Liberation" presented at the *New World Coming: The Sixties and the Shaping of Global Consciousness* at Queen's University in Kingston, Ontario.

September 2000: "National Security as Sexual Regulation: The Canadian War on Queers," (with Gary Kinsman) presented at *The Future of the Queer Past: A Transnational History Conference* at the University of Chicago in Chicago, Illinois.

November 1996: "Managing Gender Relations in the Civil Service in Cold War Ottawa" and "The Fruit Machine, Psychology and the Security Campaign Against Gay Men and Lesbians" (with Gary Kinsman) presented at the *Whose National Security* conference in Sudbury, Ontario.

### **Non-Academic Lectures**

March 2017: Panel member--Presented at the Feminist Sex Wars conference organized by the Joint Chair of Women's and Gender Studies, Dr. Ummni Khan. [Carleton University]

February 2013: panel member for Let's Decolonize Campus, talk given on Academic Freedom and Intersectionality [Carleton University]

September 2011: "Diversity, Intersectionality, & Anti-Oppression," for *Choice 101 course*, organized by Canadians for Choice (pro-choice national organization).

July 2011: "Queer Resistance," invited panelist for *Project Acorn* (organizing for LGBTTQ youth), history panel.

June 2011: "Research and Writing *The Canadian War on Queers*," for *Westfest Lit* (Ottawa): Westboro annual street festival.

March 2011: "Dismantling Tenure: Eroding Academic Freedom in the Name of Privatization at Carleton University," *Post-Secondary Education in CRISIS: Appraising the Possibilities for RESISTANCE in a Climate of Austerity*, Carleton University.

March 2011: "Learning from our past: The Canadian War on Queers," *Dare to Stand 2011 LGBTQ Youth Conference* organized by Jer'Vision, Lisgar High School

June 2010: "The Canadian War on Queers: National Security as Sexual Regulation," *Rainbow Service Organization*, Peterborough, Ontario.  
<http://www.rainbowservice.org/archives/RSO%20Newsletter%20June%202010.pdf>

February 2010: "The Canadian War on Queers: National Security as Sexual Regulation," given at Pink Triangle Services, Ottawa.

March 2009: "Searching for Canada's 'Girl Next Door:' A History of Beauty Pageants, 1920s-1980s," given at the Geological Society of Canada Luncheon, Ottawa.

April 2004: "Consuming Beauty, Gender and Nation: Toward a History of Beauty Contests in the Twentieth Century" given as part of the *Savoir Faire* speaker series at the Library and Archives of Canada.

### **Invited Lectures at other universities**

January 2018: “Long Live the queen(s): Nation, Spectacle, and the making of Mr. Gay and Mr. Leather Canada,” presented as part of the Sex Salon Speaker Series, organized by the University of Toronto, Mark. S. Bonham Centre for Sexual Diversity Studies, Toronto.

March 2013: “Queering National Security and Homonationalism Through Queer Activist History,” Keynote speaker with Gary Kinsman for the University of Ottawa Pride Week

March 2011: “Tiaras, Bikinis, and High Heels: Beauty Contests and the Making of the ‘Perfect’ Citizen,” President’s Speaker Series Address, Humber College (Toronto)

March 2010: “Repression and Resistance: 1976 Olympic Clean-up to Resistance Against the 2010 Vancouver Olympic,” Queer-QPIRG, McGill University.

January 2010: “Fruit Machines and Purging Queers: Sexual Regulation, Psychology, and the Cold War,” Course: 2<sup>nd</sup> year Psychology and Sexuality course, University of Ottawa.

March 25, 2009: “A History of Canadian Beauty Contests” Course: Beauty and Consumer Culture in Historical Perspective, 2<sup>nd</sup> year, Department of History, Queen’s University at Kingston, ON.

#### **Invited Lectures at Carleton**

November 2016: Guest Lecture at Carleton University: HIST 3904 America in the Sixties

March 2013: “Toddlers, Tiaras and the Politics of Beauty”, talk given for the 2012-13 Child Studies Speaker Series

October 2011: *The ‘Death’ of Sexuality*, A moderated panel discussion, Department of Sociology/Anthropology Colloquium series, panel member with Diana Majury (Carleton University) and Kathryn Trevenen (University of Ottawa)

September 2011: “Queering Feminist Research,” Course: WGST 5907A, Researching Women’s and Gender Issues

March 2011: “Canadian War on Queers: National Security as Sexual Regulation,” Course: WGST 3003A, Gender and War

February 2011: “Canadian War on Queers: National Security as Sexual Regulation,” Course: LAWS 4309B, State, Security and Dissent

April 2010: “Doing Queer Historical Sociology,” Carleton Feminist/Feminism Conference

February 2010: “Student Power, Direct Action: Resistance on Campus,” Carleton-OPIRG

January 2010: “Bodies/Gender/History”, Course: M.A. Seminar, Department of History.



November 2009: “Publishing: Or, Why does it have to be so hard!” presentation for graduate students, School of Canadian Studies

April 2009: “Theorizing National Security and Sexual Regulation,” Course: Canadian Cultural Policy, School of Canadian Studies MA Seminar

October 2007: “History and the Post-Modern turn,” Course: PhD core course, Department of History

### **Other forms of Scholarly Productivity**

August 2011: Co-organizer (with Elise Chenier and Cameron Duder) of SSHRC-funded *We Demand: History/Sex/Activism in Canada*, Vancouver, British Columbia, August 26-28.

October 2010: Co-organizer (with Anne Trépanier) of *Just Watch Me! 40<sup>th</sup> Anniversary of the October Crisis and War Measures Act in Canada*, Carleton University, October 14-15.

June 2010: Co-organizer (with Jane Nicholas) of SSHRC-funded *Contests and Contestations: Bodies in Canadian History* workshop, Carleton University.

### **Service to Profession**

- February 2020: Reviewer for SSHRC Insight Grant
- April 2020: Chair of adjudication committee for the Canadian Committee on the History of Sexuality Best article Prize 2020
- Co-ordinator of the Canadian Committee on the History of Sexuality
- January 2020: Peer reviewer for tenure/promotion for Queen University (History)
- December 2019: Peer reviewer for tenure/promotion for Brock University (Child Studies)
- June 2018: manuscript review for University of Toronto Press
- June 2018: manuscript review for *Archivaria*
- October 2018: manuscript review for McGill-Queen’s Press
- October 2018: manuscript review for *Histoire Sociale*
- February 2019: manuscript review for *Fat Studies* (journal)
- March 2019: Chaired panel at Anti-69 conference at Carleton University, Ottawa
- March 2019: External Evaluator for Gender and Women’s Studies Program, Dalhousie University
- 2019: Chair of adjudication committee for Hilda Neatby Prize (Best article in French and English in Canadian Women’s History)
- Co-ordinator of the Canadian Committee on the History of Sexuality
- May 2017: External Evaluator for new BA in Interdisciplinary Studies in Sexuality, Concordia University for the Bureau de Coopération Interuniversitaire, Montreal.
- November 2017: SSHRC Insight Grant evaluator
- August 2016: Completed book manuscript review for McGill-Queen’s Press
- Canadian Committee on Women’s History—Survey Committee (2016-2017)
- Canadian Committee on Women’s History member of the executive--

- Interdisciplinary Representative (2016)
- Hilda Neatby Prize (Best article in French and English in Canadian Women's History)—adjudication member (three year term starting 2015)
  - November 2015: Completed a manuscript appraisal for *Quebec Studies*
  - December 2015: Completed a manuscript appraisal for McGill-Queen's Press
  - February 2016: Completed a manuscript appraisal for University of Toronto
  - March 2015: Completed a manuscript appraisal for *Left History*
  - August-September 2014: Adjudication committee member, SSHRC Aid to Scholarly Journals
  - March 2014: Completed a manuscript appraisal for *Journal of Lesbian Studies*
  - January 2014: SSHRC Assessor for Insight Grant
  - November 2013: Completed a manuscript appraisal for *Canadian Bulletin of Medical History*
  - October 2013: Completed a manuscript appraisal for *Journal of the Canadian Historical Association*
  - September 2013: Completed a manuscript appraisal for Between the Lines volume
  - July 2013: Completed a manuscript appraisal for *Geocarrefor*
  - April 2013: Reviewed manuscript for University of British Columbia Press
  - April 2013: Adjudication committee member, SSHRC Aid to Scholarly Workshops Grant
  - January 2013: Adjudication committee members, Ontario Graduate Scholarship
  - August-September 2011: Adjudication committee member, SSHRC Aid to Scholarly Journals
  - November 2010: OCUFA, Status of Women Committee, Member
  - June 2010: completed manuscript review for McGill-Queen's Press
  - September 2009: Completed a manuscript appraisal for the *Urban History Review*
  - September 2009: Completed a manuscript appraisal for the *Journal of Canadian Studies*
  - May 2009: Co-Local Organizer (with P. Rankin) for the Canadian Women's Studies Association, Annual Meeting, Congress of the Humanities and Social Sciences
  - December 2008: Completed a manuscript appraisal for the *Journal of Canadian Studies*
  - Co-coordinator, Canadian Committee on the History of Sexuality 2007-
  - September 2007: Completed a manuscript appraisal for *Signs: Journal of Women in Culture and Society*
  - February 2007: Completed a manuscript appraisal for *Atlantis: A Women's Studies Journal*

#### **Consultancies and Contract research:**

May 2011-January 2013

Consultant, Human Rights Museum (Winnipeg), "Queer Resistance" Story Niche (with Gary Kinsman)

March 2005

Consultant for the National Métis Council regarding the organization's "National Strategy Research" meeting in Vancouver, British Columbia.

January 2004-January 2005

Research Consultant, *Canadian Development Consultants International Inc.*, Ottawa, Ontario.

July 1998

Organized and conducted an oral history project for the *Canadian AIDS Society* as part of the CAS annual general meeting.

December 1995-February 1996

Indexer: Compiled the index for the second edition of Gary Kinsman's book, *Regulation of Desire: Sexuality in Canada*. 2<sup>nd</sup> edition. (Montreal: Black Rose Books, 1997).

### **ACADEMIC RESPONSIBILITIES**

#### **Graduate Courses:**

WGST 5905: Pro-Seminar (co-taught with Ann Cvetkovich) (fall/winter 2019-2020)

WGST 5910: Directed Reading (Practicum) (1 student) (Fall 2019)

HIST5904: Independent Study on Queer(ing) History and Archives (3 students) (Winter 2020)

WGST 5911: Directed Reading (Practicum) (1 student) (Winter 2020)

HIST 6901 and 6906: History Doctoral Field course: Sexuality and Gender class (February 2017)

LAWS 6010: Independent Reading Course on Queer Theory (PhD candidate: Elise Wohlbold) (May-September)

ANTH 6900: Independent Reading Course (PhD candidate) (January-April 2015)

HIST 6906C: Canadian History Doctoral Field Reading Course (April-May 2013; co-taught with James Opp)

HIST 6901: "Gender and Sexuality" (February 2012); HIST 6901: "Sexuality," (February 2013); HIST 6901: "Sexuality" (January 2015)

Canadian Studies, Directed Studies: Queer Theory

5901W (January-April 2010); 5901W (January-April 2009); 5903F (September-December 2007); 5903S (May-June 2007)

History, Directed Studies, Theoretical and Historical Perspectives in Queer Urban Space  
5904 (January-April 2010)

#### **Undergraduate Courses:**

**Carleton University**

- WGST 4814: Directed Reading on Queer(ing) Methodologies and Archives (co-taught with Dan Irving) (3 students) (fall 2019)
- SXST 3106: Queer(ing) Archives (winter 2019)
- SXST 2102/HUME 2102: Gender, Sexuality, and Security (fall 2018; fall 2019)
- HUMR 2001: Human Rights: Theories and Foundations (fall 2018; fall 2019)
- FYSM 1104: Human Rights Debates and Investigations (fall-winter 2015-16, 2016-17)
- SXST 2101: Critical Introduction in Sexuality Studies (fall 2015, 2016)
- SXST 4102: Queer Theory (winter 2016, 2017, 2018)
- Directed Interdisciplinary Studies 4908 (fall 2014/winter 2015); 4901 (fall 2014); 4905 (fall 2014)
- Women's and Gender Studies, 2803, Bodies Matter; fall 2014
- Women's Studies 1808A/Women and Gender Studies 1808P, Introduction to Women's and Gender Studies F/W2006-07; 2007-08; 2008-09; 2009-10; 2010-2011
- Women's and Gender Studies 2800, Critical Intersections of Gender, Race, and Class, Fall 2010/Fall 2011
- Women's Studies 2802, Gender, Sexuality and the Body in Historical Perspective/Women and Gender Studies 2803A, Gender, Sexuality and the Body January-April 2005, 2006, 2008; September-December 2008; September 2009-December 2009
- History 2504, Introduction to Women's History; September 2007-April 2008
- Women's Studies 3808/Women and Gender Studies 3809A, Feminist Approaches September 2006-April 2007; September-December 2007; 2008; September 2009-December 2010; September 2010-December 2011
- Women and Gender Studies 4900, Independent Study; January-April 2009
- Women Studies 4906, Feminist Thought; January-April 2008
- Women's and Gender Studies 4902, Special Topics: Gender, Sexuality and the (National) Security State; January-April 2010

**University of Ottawa**

- History 1111, Twentieth Century World Post-1945  
January-April 2004; September-December 2004; January-April 2006
- History 2183, Women in Western Societies from Antiquity to the 18th century  
September-December 2004
- History 2362, British North America from 1759-1867  
September-December 2003
- History 3107, Quebec History, 1840-1914  
January-April 2006
- History 3397, Environmental History in Historical Perspective  
September-December 2003

**Queen's University**

- History 280 F/W, Gender in Historical Perspective  
January-April 2004
- History 465, Topics in Women's History  
September-April 2001
- History 215B, Canadian Social History  
September 1999-April 2000
- History 282S, Themes in Women's History  
September 1998-April 1999 (correspondence course)

**Undergraduate Honours Supervision:**

Courtney Wheelton, "Indigenous Storytelling: The Importance of the Narrative," Institute of Interdisciplinary Studies, Honours Essay, Institute of Interdisciplinary Studies (Directed Interdisciplinary Studies) December 2014.

Brittany Kingham, "Disciplining Childbirth and Experiencing Midwifery within a North American Context," Honours Essay, Institute of Interdisciplinary Studies (Directed Interdisciplinary Studies),

Denise Freedman, "The Silent Violence Against Transsexual People: The Wager on Gender Identity," Honours Essay, School of Social Work, April 2011.

**Undergraduate Honours Essay (Second Reader)**

Theresa LeBane, "Conflicting Visions: The Sisters of Charity of Ottawa and Their Missions in Hudson and Medina, New York, 1869-1885," Honours Essay, Department of History, April 2009.

Joanna Paddock, "Heterosexual Privilege and Bisexuality: Examining the Emergence of an Anti-Bisexual Stereotype in the GL(B)TQ Community," Honours Essay, Interdisciplinary Studies, April 2009.

## **GRADUATE SUPERVISION AND EXAMINATION**

### **Ph.D Dissertation Supervision**

- Péter Balogh, "Queer Quarantines: Conceptualizing State and Dominant Responses to Queer Threats as Discursive Tactics and Technologies of Quarantine," Ph.D. dissertation, School of Indigenous and Canadian Studies, completed 2014 December.
- Nick Hrynyk, " 'Pin the Macho on the Man:' Mediation in Gay Male Masculinity in 'The Body Politic', 1971-1987," Ph.D dissertation, Department of History, Co-supervisor, completed 2018 January.

### **Ph.D. Committees**

- Cara Tierney, Institute for Comparative Studies in Literature, Arts, and Culture (Cultural Mediations Program), (ABD, recently defended proposal)
- Elise Wohlbold, Law and Legal Studies (completed)
- Christine Chisholm, Department of History (completed)
- Charlotte Hoelke, School of Indigenous and Canadian Studies (completed)
- Melanie Rickert, Department of Sociology/Anthropology (ABD)
- Kristi Allain, Frost Centre for Canadian Studies, Trent University, (completed)
- Samah Sabra, School of Indigenous and Canadian Studies (completed)
- Bianca Biancu, Cultural Mediations (Institute of Comparative Studies in Art, Literature, and Culture (completed)

### **MA Committee**

- Amy Parker, Feminist and Gender Studies, University of Ottawa (research stage)

### **Ph.D. Comprehensive Exam Supervision**

- Amy Chamberlain, School of Indigenous and Canadian Studies (completed January 2018)
- Charlotte Hoelke, School of Indigenous and Canadian Studies (completed April 2015)
- Péter Balogh, School of Indigenous and Canadian Studies (completed May 2010)
- Bianca Biancu, Cultural Mediations (completed December 2010)
- Oren Howlett, School of Indigenous and Canadian Studies (completed April 2007)
- Sophie Tamas, School of Indigenous and Canadian Studies (completed November 2007)

### **Ph.D. Comprehensive Exam Committee Member**

- Suki Lee, Department of History (completed January 2017)
- Elise Wohlbold, Law and Legal Studies (completed October 2016)
- Charlotte Hoelke, School of Indigenous and Canadian Studies (August 2016)
- Christine Chisholm, PhD candidate Department of History (completed)
- Melissa Sharpe-Harrigan, School of Canadian Studies at Trent University (completed December 2013)

### **Master of Arts Theses and Research Essays Supervision**

Emma Awe, Department of History (proposal submitted and accepted)

Matthews Edwards, Department of History (proposal writing stage)

Rachel Jobson, "Hurt Not Harm: Reclaiming Pain and Queering Crip Sexuality Through Intimate Kink Practices," Women's and Gender Studies; Co-supervision with Kelly Fritsch, completed April 2020.

Carter Vance, "Towards a Historical Materialist Concept of Asexuality and Compulsory Sexuality," M.A. research essay, Institute of Political Economy, completed April 2018.

Céline Donelle, "'You can only deny me for so long by saying I don't exist:' A Critical Examination of Racialized Femmephobia and Femme Invisability," M.A. thesis, Women's and Gender Studies, completed December 2017.

Emerich Daroya, "Potatoes and Rice: Exploring the Racial Politics of Gay Men's Desires and Desirability," M.A. thesis, Department of Sociology, completed May 2011.

Brittney Bos, "The (Re)presentation of Gender History at National Historic Sites," M.A. thesis, School of Indigenous and Canadian Studies, (co-supervisor with H. Stovel), completed April 2010.

Grace Irving, "In (Search of) Passing: Acts and Narratives at the Limits of Identity and Visibility," M.A. thesis, School of Indigenous and Canadian Studies, (co-supervisor with P. Rankin), completed June 2009.

Tara Westover, "The Grrrls Are All Write: The Role of Zines in Third Wave Feminism," M.A. thesis, School of Indigenous and Canadian Studies, completed May 2008.

## **Examinations**

### **Graduate**

Jenna Amirault, "A Political Strategy for the Liberation of Women: Socialist Feminist Political Practice in Canada," Ph.D. Dissertation, Department of Sociology, January 2020 (Internal Examiner)

Sabrina Schoch, "Queer Commemorative Silences: Public Memory and Lesbian Persecution Politics," Master's Research Essay, Department of History, April 2020 (Second Reader)

Sarah Hogenbirk. "Women Inside the Canadian Military, 1938-1966," Ph.D dissertation, Department of History, Carleton University, April 2017. [Internal examiner]

Tom Hooper. "Enough is Enough: The Right to Privacy Committee and Bathhouse Raids in Toronto, 1978-83," Ph.D dissertation, Department of History, York University, December 2016. [External Examiner]

Sarah Lebel Van Vugt. "Beauty on the Job: Visual Representation, Bodies, and Canada's Women's Workers, 1939-1945," Ph.D dissertation, Department of History, University of Victoria, August 2016. [External Examiner]

Drew Tompkins, "Queering Canadian Homonationalism: Limited Approaches to Foreign Homophobia," M.A. thesis, Department of Legal Studies, September 2015. (External examiner)

Courtney Lockhart, " 'It's happening here!' Anti-trafficking Policy in the City of Ottawa-A Critical Analysis," M.A. thesis, Department of Political Science, Carleton University, September 2015. (External examiner)

Noreen Charge, "Vanquishing the Victim: The Criminalization of HIV non-disclosure and transmission in Canada," M.A. thesis, School of Journalism, Carleton University, December 2015. (External examiner)

Jaspreet Bal, "Children's Rights and Spaces: An Ethnographic Look at Children's Rights in Punjab, India and Ontario, Canada," Ph.D. dissertation, Global Developmental Studies, Queen's University, January 2015. (External Examiner)

Melanie Rickert, "Propaganda? What Propaganda? Discourse, Identity, and Queer Activism in St. Petersburg, Russia," M.A. thesis, Department of Sociology/Anthropology, August 2014. (Internal Examiner)

Marieka Sax, "Sorcery and Morality in the Andes: Illness, Healing, and Brujeria in Kañaris (Lambayeque, Peru)," Ph.D. dissertation, Department of Sociology/Anthropology, August 2014. (Internal Examiner)

Anastasia Szakowski, "Text Savvy, Media Illiterate: Exploring North American Fashion Photography, Gender Codes and the Canadian Media Literacy Curriculum," M.A. research paper, Women's and Gender Studies, July 2013. (Second Reader)

David Totten, "Let's Get Physical: A Self-Presentation Perspective of Motivation and Physical Activity in University Undergraduates," M.A. thesis, Department of Psychology, May 2013. (Internal Examiner)

Kate Hill, "My Teammate, My Peer: An Examination of Peer Relationships Within the Context of Sport," M.A. thesis, Department of Psychology, January 2013 (Internal Examiner)

Mary Ann Shantz, "The Nature of the Body: A Cultural History of Nudism in Postwar Canada," Ph.D. dissertation, Department of History, September 2012. (Internal Examiner)

Kimalee Phillip, "Coloniality, Sexuality and Violence: An Interrogation into the Colonial Patterns of Violence Against Women in Grenada," M.A. thesis, Department of Law, September 2011. (Second Reader)



Lucie Alaimo, "Disciplined Freedom: Musical Performance in the Canadian Military," M.A. thesis, Department of Music, April 2011. (Internal Examiner)

Darryl Leroux, "Commemorating Quebec: Nation, Race, and Memory," Ph.D. Dissertation, Department of Sociology/Anthropology, Ph.D. dissertation, May 2010. (Internal Examiner)

Janelle MacDonald, "'Who Designed These Boxes Anyway?' Queer Film Festivals in Canada: The Economies and Politics of Queer Space," M.A. thesis, Film Studies, August 2010. (Internal Examiner)

Daryle Pearl-Mcdowell, "Ottawa's Magdalen Asylum: A Place for Penitent Prostitutes, 1866-1862," M.A. research paper, Department of History, September 2010. (Internal Examiner)

Sarah Mamen, "The Struggle for Reconciliation: Exploring the Material Body of Hagar Shipley in Margaret Laurence's *The Stone Angel*," M.A. research essay, Department of English, September 2009. (Second Reader)

Jenna Smith, "Prescription for Pure Milk, Sunshine and Fresh Air: The Ontario Provincial Board of Health and the Exhibition of Tuberculois," M.A. research essay, Department of History, August 2009. (Second Reader)

Francesca L'Orfano, "*Donne senza uomini*; Women without Men: Canadian Film and Video makers of Italian Heritage," Ph.D. dissertation, School of Indigenous and Canadian Studies, May 2009. (Internal External)

Erin Connell, "Expelling Pleasure? School-Based Sex Education and the Sexual Regulation of Youth," Ph.D. dissertation, Department of Sociology and Anthropology, August 2008. (Internal Examiner)

Laura Jackson, "'Society Insists on an Upright Position': The Making of the Lady Cyclist in Late-Nineteenth Century Canada," M.A research paper, Department of History, August 2008. (Second Reader)

Amy Rotman, "Making Meaning of Racial Cosmetic Surgery: Its Implications and Effects on the Lives of Women in America" M.A. thesis, Department of Anthropology, April 2008. (Internal External)

Erika Shea, "Gazing at the Grotesque: The Potential Subversive Power of Women's Tattooing: A Literature Review of Contemporary Western Academic Tattooing Literature" M.A. research essay, School of Indigenous and Canadian Studies, September 2007. (Second Reader)

Michelle Lacroix, "'Hooking Up': Exploring Issues For Young Canadian Women and Sexuality" M.A. research essay, School of Indigenous and Canadian Studies, January 2007. (Second Reader)

## **Administrative Responsibilities and Committee Assignments**

### **Departmental**

- WGST Graduate Advisor (2018—continuing)
- Chair: WGST Graduate Admission Committee (2018—continuing)
- WGST representative Faculty of Graduate and Postdoctoral Studies Board (2018—continuing)
- WGST (2<sup>nd</sup>) representative for FASS Tenure and Promotion Committee (November 2019)
- HUMR hiring committee for Instructor Term appointment (March 2020)
- Human Rights & Social Justice, New MA HUMR Committee (writing report with P. Mkandawire)
- Human Rights Cyclical Review Committee member (2016-2017)
- DBST Student Advisor (2018-2019)
- Disability Studies Committee, Member (2018-2019)
- Disability Studies Committee, Chair (2016-2017)
- IIS rep for WGST CPR review (February 2017)
- IIS CUASA council rep (2016-2017)
- BGINS committee member—Global Genders and Sexualities
- 2017 Carlisle Hanson Human Rights Essay Award—adjudication member
- Tenure and Promotion Committee (2016-2017)
- Acting Director, IIS (June 6-10, 2016)
- Human Rights Cyclical Review Committee
- Chair, Human Rights Cyclical Review Committee, July 2014 to April 2015
- Academic Advisor, Directed Interdisciplinary Studies, July 2014-
- Coordinator, Human Rights Coordinator, July 2012-July 2013
- Acting Coordinator, Sexuality Studies, July 2012-July 2013
- Chair, Directed Interdisciplinary Studies Cyclical Review Committee, 2013
- IIS Promotion Committee 2013, Chair
- IIS Child Studies Search Committee 2013, Chair
- IIS Human Rights Search Committee 2012, Chair
- IIS Steering Committee, 2011-present
- IIS representative, FASS Faculty Board, 2011-present
- Sexuality Studies Committee (member), 2007-present
- Sexuality Studies Speaker Series (co-organizer), 2008-April 2011
- PIWGS Steering Committee, 2006-present
- PIWGS Library Representative, 2007-March 2011
- IIS Tenure Committee, October 2010
- PIWGS Creative Women's Speaker Series (co-organizer with Sandra Campbell and Eglá Martinez), 2008
- PIWGS Tenure and Promotion Committee, October 2008
- PIWGS representative, FASS Faculty Board, 2008-April 2011
- PIWGS representative at CU Day, October 10, 2008

- CUASA Council, Union Representative for Women's and Gender Studies/Canadian Studies, 2007-present
- Hiring Committee, Visiting Scholar in Feminist Perspectives on Globalization, May 2007

### **Faculty**

- Sheila McCullen Service Award Committee member (2016)
- FASS Curriculum Committee member for 2012-13; 2014-15; 2015-16, 2016-17; 2018-2019; 2019-2020
- FASS Board, representative for IIS, 2013-14; 2014-15; 2015-16, 2016-17
- FASS Board, representative for PJWGS, 2010
- School of Canadian Studies, Management Committee, 2010-present

### **University**

- Senate, FASS representative (2015-2017)
- CUASA Bargaining Committee, April 2017 (ongoing)
- Social Work Hiring Committee (June 2016)
- Undeclared Student Committee, member of working group, 2015
- Ottawa Parent's Night, faculty member for FASS recruitment team, December 2014
- Ontario University Fair, faculty member for FASS recruitment team, 2012/2014/2015
- Working Group on the Governance, Administration, and Resourcing of Interdisciplinary Programs, Faculty Committee Member, March 2013-January 2014
- FASS elected member of Carleton University Senate, July 2011-May 2013
- CUASA, Member, Internal Affairs Committee, October 2012-June 2013
- CUASA, Member, Equity Committee, February 2011-June 2013
- CUASA, Member, Grievance Committee, January 2011-June 2013
- CUASA, Communications Committee, 2009-December 2010
- CUASA, Bargaining Committee, September-January 2011
- CUASA-GSA Distinguished Lecturer Award, Co-coordinator, April 2011
- CUASA Steering Committee, Interim Chair, Equity Committee, 2010-February 2011
- CUASA, Member, Workload Committee, January 2010-March 2010
- CUASA Steering Committee, Chair, Internal Affairs Committee (elected), 2009-2012
- Alternative Spring Break Program, Mobile Alabama, Faculty Member, September 2009-February 2010
- Summer Orientation, presentation: "Ours the Task Eternal," July 2009
- Equity Services, course development and delivery, "Allies in Equity," with Smita Bharadia, September 2009
- CUSA Orientation Supervisory Board (FROSH WEEK), Faculty Representative, Summer 2008, 2009
- CUASA Steering Committee, Member-at-Large, September 2008-2009 (elected)
- CUASA, Member, Material and Supplies Committee, 2007-2009

### Community Activities

February 2020-continuing Canadian Museum for Human Rights, Advisory Council Member:

Development of Exhibit on the Anti-Queer Purge

Sept 2018-continuing President, LAMBDA Scholarship Foundation

Sept 2017 Presented at Advisory Board for the apology against the national security purges against queers (Liberal MP Randy Boissonnault, Chairperson) as expert witness for the *We Demand an Apology* Network

2010-2011 Board member, *The Leveller*

2007-2011 member, Coalition for a Sexual Assault Center at Carleton University

2007-2010 Board Member and Researcher for Media Action Média (formerly MediaWatch)

2006-2007 Interim Board Member and Researcher for MediaWatch

Sept 2002-

June 2003 Member of the Community Council for Ethnocultural Equity for the Ottawa-Carleton School District.

2001/2002 Member of the judging committee for the *Michael Lynch Grant* (Canadian Committee on the History of Sexuality) - value \$1500.

### Other

- Quoted in *Washington Post*, "Canada to memorialize LGBT victims of Cold War-era "Gay Purge", May 3, 2020; reprinted in *National Post* (Canada) and *The Nation* (Thailand)
- Interviewed in March 2020 for CBC *Hot Docs* for story on black beauty contestants
- Interviews with *CBC Radio International*, *CKUT*, *Ottawa Morning CBC*, *Ontario Today*, *The Current*, *The Toronto Star*, *CTV News Channel*, *Edmonton Journal*
- *Canadian War on Queers* was selected for the **2011 Over the Rainbow Book List**, a Book List from Gay, Lesbian, Bisexual, and Transgendered Round Table of the American Library Association.

## **CURRICULUM VITAE**

Date: May 20, 2020

Dan Irving  
Associate Professor  
Dan.irving@carleton.ca

### **EDUCATION**

Ph.D. Department of Political Science. York University, 2005.

MA Department of Political Science, University of New Brunswick, 1998.

BA, Hons. Department of Political Science, University of New Brunswick, 1996.

### **ACADEMIC EMPLOYMENT**

2018-present Associate Professor, Pauline Jewett Institute of Women's and Gender Studies & Institute of Interdisciplinary Studies (Human Rights and Social Justice program), Carleton University.

2018-January 2019 Interim Director, Pauline Jewett Institute of Women's and Gender Studies.

2014—2018 Associate Professor, Institute of Interdisciplinary Studies, Sexuality Studies Minor and Human Rights, Carleton University

2010-2014 Tenured Assistant Professor, Institute of Interdisciplinary Studies, Sexuality Studies Minor and Human Rights, Carleton University

2007—2010 Assistant Professor, Institute of Interdisciplinary Studies, Sexuality Studies Minor and Human Rights, Carleton University

2006—2007 Sessional Lecturer, Mark. S. Bonham Centre for Sexual Diversity Studies and Department of Sociology, University of Toronto.

2004—2006 Sessional Lecturer, Department of Political Science, York University.

### **PROFESSIONAL HONOURS AND AWARDS**

2019-present Chair, Sexuality Studies Association (SSA)

2012—2014 Visiting Assistant Professor, Community, Culture and Global Studies, Barber School of Arts and Sciences, University of British Columbia, Okanagan Campus

### **PUBLICATIONS**

## Books

- 2001 Bedford, David and Danielle Irving. *The Tragedy of Progress: Marxism, Modernity and the Aboriginal Question*. Halifax: Fernwood Publishing.

## Edited Collections

- 2014 *Trans Activism in Canada: A Reader*. Ed. Dan Irving and Rupert Raj. Toronto: Canadian Scholar's Press.

## Chapters in Edited Books

- 2019 "Escaping Neurotic Justice: Learning from a trans\* male survivor of workplace violence" in *We Resist: Defending the Common Good in Hostile Times*. Eds. Cynthia Ravine Rasky and Lisa Kowalchuk. McGill-Queen's University Press
- 2019 "Doing Gender", *Power and Everyday Practices*. 2<sup>nd</sup> ed. Ed. Deborah Brock and Rebecca Raby. University of Toronto Press.

## Articles in Refereed Journals

- 2018 "Gender Transition and Job In/Security: Trans \* un/der/employment experiences and labour anxieties in post-Fordist Society," Intersectionality in Austere Times: Boundary-Crossing Conversations". Tammy Findlay, guest editor. *Atlantis* 38: (1).
- 2017 Lewis, Vek, and Dan Irving. "Strange Alchemies: The Trans Mutations of Power and Political Economy." *Transgender Studies Quarterly* 4, no. 1 (2017): 4-15.
- 2017 Irving, Dan. Vek Lewis, Nael Bhanji, Raewyn Connell, Qwo-Li Driskell and Viviane Namaste. "Trans\* Political Economy Deconstructed: A Roundtable Discussion", *Transgender Studies Quarterly* 4(1): 16-27.
- 2015 "Performance Anxieties: Trans women's un(der)-employment experiences in post-Fordist society," *Australian Feminist Studies*. 40(83): 50-64.
- 2014 "Capital as Keyword," *Transgender Studies Quarterly* 1(1): 50-52.
- 2013 "Against the Grain: Teaching Transgender Human Rights," *Sexualities* 16(4): 319-35.
- 2009 "The Self-Made Trans Man as Risky Business: A Critical Examination of Gaining Recognition for Trans Rights Through Economic Discourse," *Temple Law Review* 18.2: 375-395.
- 2008 "Normalized Transgressions: Legitimizing the Transsexual Body as Productive," *Radical History Review* (Special Issue: "Queer Futures") 100: 38-60.

## Articles Reprinted

- 2018 Muldoon, Grey with Dan Irving. "Snapshots and Soundwaves 45: A Sense of Place: Expressions of Two Spirit and Trans-Activism North of Lake Nippissing," in *Gender and Women's Studies*, 2<sup>nd</sup> Ed. Margaret Hobbs and Carla Rice. Canadian Scholar's Press: 697-699
- 2013 Irving, D. Normalized transgressions. *The transgender studies reader 2* (New York: Routledge), 15-29.

## Conference Proceedings

- 2008 "Trans/Formations, Incorporated: Exploring the Impact of Neo-liberal Productive Relations on Transsexual Subjectivities." *Encarna(c)iones: Teoria(s) de los cuerpos*. Ed. Meri Torras and Noemi Acedo. Barcelona: Editorial UOC.

## Books Reviews

- 2018 Rogers Brubaker's *Trans: Gender and Race in the Age of Unsettled Identities*. (Princeton University Press 2016) *American Journal of Sociology* 124(1): 246-48.
- 2014 Darryl Hill's *Trans Toronto: An Oral History* (New York: William Rodney Press 2012) *Oral History Forum d'histoire orale*.
- 2013 "Deliberate Breaks: Evoking Trans Imagination for Just Futures Now". Dean Spade's *Normal Life: Administrative Violence, Critical Trans Politics, and the Limits of Law* (Boston: South End Press 2012). *GLQ: A Journal of Lesbian and Gay Studies* 19.4: 587-589.
- 2010 Vanessa Tate's *Poor Workers Unions: Rebuilding Labour From Below* (Boston: South End Press 2005). *Review of Radical Political Economics* 42.3: 407-410.
- 2008 Krista Scott-Dixon's (ed.) *Transforming Feminisms: TransFeminist Voices Speak Out* (Toronto: Sumach Press, 2006) *Journal of International Women's Studies* 9.3: 263-268.

## Articles in non-refereed journals and miscellaneous scholarly publications

- 2016 "Trans," *Key Words for Radicals*. Eds Kelly Fritsch, Clare O'Connor, and AK Thompson. Oakland: AK Press
- 2016 "Transgender and transsexual," *Encyclopedia of Social Theory*. Ed. Bryan S. Turner. Wiley-Blackwell.

- 2015        “Transgender Politics” in *The Wiley-Blackwell Encyclopedia of Gender and Sexuality Studies*. Nancy Naples, Miathree Wickramasinghe and Angela Wong Way Ching eds. Oxford: Blackwell Publishing Limited
- 2007        “Class is Transsexed/gendered: Trans Politics and Anti-Capitalism.” Interview with Gary Kinsman. *Upping the Anti: A Journal of Theory and Action* 4.1: 61-75.

## **EDITORIAL RESPONSIBILITIES**

### **Edited Collections**

- 2017        “Trans- Political Economy,” co-edited with Vek Lewis, *TSQ: Transgender Studies Quarterly*, Vol 4. Issue 1.

### **Editorial Boards**

- 2020-present   Labour/Le Travail  
2010-present   Transgender Studies Quarterly

## **PAPERS PRESENTED**

### **To Learned Societies**

- 2019        “Exposed Bodies and Explosive Affects at Work: Case Studies of Trans Men’s Experiences of Sexual Violence on the Job”. Sexuality Studies Association. University of British Columbia. June 1-4<sup>th</sup>. Vancouver.
- 2018        “Working Under the Rainbow: Trans\* People’s Experiences Working for LGBTQ Organizations”. *Sexuality Studies Association*. University of Regina.
- 2017        “Trans- Labor Movements: Trans\* un/deremployment and emotional-economic justice organizing”. *Sexuality Studies Association*. May 28-30<sup>th</sup>. Ryerson University.
- 2015        Eminem as Policy Advisor?: Affect, Entitlement and Masculinity in Crisis”. Intersectional Frameworks: Stories, Voices and Social Movements. *Atlantic Provinces Political Science Association Conference*. September 25<sup>th</sup>-27<sup>th</sup>. Halifax Nova Scotia Canada
- 2015        'Guts Over Fear': Eminem, Resilience and Recovery in Times of Crises". Politicized Bodies in Trans Time and Space. *Sexuality Studies Association*. June 1-3rd. University of Ottawa.
- 2015        “Self-Made Trans Men and Visual Representations,” The Cultural Politics of Bodies: The Alternative Potential of Visual Autobiography. *Women and Gender Studies Recherchés Feministe*. May 31<sup>st</sup>. University of Ottawa



- 2014 “Unemployed and Working Overtime: Trans- Labor and the Politics of World Making”. Queer Non-Capitalisms Panel. *National Women’s Studies Association Meetings*. November 13-16<sup>th</sup>. San Juan, Puerto Rico.
- 2014 “It’s a matter of life *and* death: Gender transition and the neoliberal workplace”. Trans\* and Social Death Panel. *National Women’s Studies Association Meetings*. November 13<sup>th</sup>-16<sup>th</sup>. San Juan, Puerto Rico.
- 2014 ““More than a feeling””: What Transsexual and Two-Spirit Women’s Experiences of Underemployment and Unemployment Reveal About Gender Normativity and Whiteness in Times of Austerity.” Intersectionality in Austere Times Panel. Canadian Political Science Association. Congress of Social Sciences and Humanities. Saint Catherine’s, ON. May 28<sup>th</sup>-30<sup>th</sup>
- 2013 “I am (not) willing to sacrifice being a person to work: Critical Explorations of Transsexual Narratives of Un/deremployment.” Canadian Sociological Association. *Congress of Social Sciences and Humanities*. Victoria, BC. June 3<sup>rd</sup>-8<sup>th</sup>
- 2013 “Love the Way You Lie: Eminem, Male-Identified Youth and the Crisis of Masculinity.” Sexuality Studies Association. *Congress of Social Sciences and Humanities*. Victoria, BC. June 1<sup>st</sup>-3<sup>rd</sup>
- 2013 “The Only Way Out of It Is Through It: Doing Trans Studies Amidst the Academic Industrial Complex.” Trans Politics, Administrative Politics, and Institutional Life at the University. *Cultural Studies Association*. Chicago. May 23<sup>rd</sup>-25<sup>th</sup>
- 2012 “Keyword: Capital”, State of the Field: Transgender Studies in History *Organization of American Historians Meetings*. Milwaukee, Wisconsin. April 18<sup>th</sup>-22<sup>nd</sup>
- 2010 “Common Sense Revolutions and Productive Solutions: Winning the Reincorporation of Sexual Reassignment Surgeries into Publicly Subsidized Medicine.” *Cultural Studies Association*. Berkley, California. May 27-29<sup>th</sup>
- 2009 “Rumble at the Gates: Exploring the Re-listing of Sexual Reassignment Surgery as A Site of Resistance.” *Canadian Philosophical Association*. Ottawa, Ontario. May 25<sup>th</sup>-28<sup>th</sup>
- 2009 “Looks Can Be Deceiving: Exploring Transsexual Body Alchemy Through A Neo-Liberal Lens.” *Canadian Women’s Studies Association*. Ottawa, Ontario. May 26-28
- 2008 “Self-Made Men as Risky Business: The Impact of Neo-liberal Discourses on Trans Masculinities and Politics,” *Cultural Studies Association*. New York, New York. May 22-24

- 2004 “Performance Anxiety: A Marxist Critique of Post-Modern Theorizing of Trans People.” *Cultural Studies Association*. Northeastern University, Boston. May 28<sup>th</sup>
- 2001 “A Critique of Post-Modern Theorizing of Trans Identities.” *Canadian Political Science Association*. Quebec City. June 1<sup>st</sup>-2<sup>nd</sup>
- 1998 “The Left’s Understanding and Politics Towards Aboriginal Peoples.” *Canadian Political Science Association*. Ottawa, Ontario. May 29<sup>th</sup>-30<sup>th</sup>.
- 1997 “Aboriginal Self-Government: Alternative Interests and Competing Economies” *Canadian Political Science Association*. St. John’s, Newfoundland. May 30-31

### **To Other Academic Bodies**

- 2019 “Doing Trans- Economic Justice: A Critique of Anti-Discrimination and Employment Inclusion Policies,” *On The Margins of Trans Legal Change Conference*. May 1-3<sup>rd</sup>. McGill Faculty of Law. Montreal.
- 2016 Trans- Labor Movements: Organizing for Substantive Economic Justice at the Edge of the Unsayable.” *Trans\*Studies: An International Transdisciplinary Conference on Gender, Embodiment, and Sexuality*. September 7-10<sup>th</sup>. Tucson, Arizona.
- 2015 “Trans- Research Praxis: Un/deremployed Trans\* Women as Case Study”. Trans: Identities and Studies Panel. *New Articulations/New Translations: Feminist Research Activism*. Institute for Research on Women and Gender. University of Michigan. Ann Arbor Michigan
- 2014 “Performance Evaluations: A Critical Exploration of the Affective Dimensions of Un(der)employment amongst Transsexual Women in New Times”. Gender and Labour in New Times. 8<sup>th</sup> Biennial International Interdisciplinary Conference. Keele University, England. June 24<sup>th</sup>-26<sup>th</sup>.
- 2008 “The ‘Self-Made (Transsexual) Man’ as Risky Business: Exploring the Implications of Personal Autonomy Narratives for Trans Poverty Activists.” *Intersection of Transgender Lives and the Law: Critical Perspectives on Legal and Social Challenges*. Temple University James E. Beasley School of Law. Philadelphia, PA. November 8.
- 2008 “Transgressions, Inc.? Explorations of Neo-liberalism and the Transsexual Body That Works.” *Transsomatechnics: Theories and Practices of Transgender Embodiment*. Vancouver, British Columbia. May 1-3
- 2008 “The Self-Made Man as Risky Business: The Impact of Neo-liberal Discourses on Trans Masculinities and Politics.” *Queer Easter Symposium*. Mexico City. March 23-29

- 2007 “Trans/Formations, Incorporated: Exploring the Impact of Neo-liberal Productive Relations on Transsexual Subjectivities.” *Body and Textuality. Telling Bodies: Practices, Discourses, Looks First International Conference*. Barcelona, Spain. March 26-30
- 2005 “Beyond Radical Feminism Towards Feminist Radicals: Exploring Alliances Between Grassroots Women’s Organizations and Trans Communities.” *TRANS-forming Feminism*. New York, New Paltz. May 23<sup>rd</sup>
- 2004 “Confessions of an Interrogation: Inspiring Trans Feminist Agendas.” *Inscriptions in the Sand*. Famagusta, North Cyprus. May 30<sup>th</sup>-June 1<sup>st</sup>
- 2003 “Performance Anxiety: A Marxist Critique of Post-Modern Theorizing of Trans Identities.” *Rethinking Marxism*. Amherst, Massachusetts. Nov 6<sup>th</sup>-8<sup>th</sup>

### **Non-Academic Talks**

- 2018 Trans\* Un(der)employment. 2018 IDENTITY Conference. *Egale Canada*. May 23-25<sup>th</sup>. Toronto.
- 2015 “Un/employment can be hazardous to your health: trans\* employment relations and embodied affects”. Being Trans on the Job Panel. *Canadian Professional Association of Transgender Health (CPATH)*. October 1-4<sup>th</sup>. Halifax, Nova Scotia Canada.
- 2011 “A Risky Portfolio? Investing in Post-Transsexual Futures.” *LGBT/Queer Studies: Toward Transnational Scholarly and Activist Kinships*. Madrid, Spain. July 3<sup>rd</sup>-5<sup>th</sup>

## **OTHER FORMS OF SCHOLARLY PRODUCTIVITY**

### **Invited Talks to Community Organizations**

2019 – Ontario Association of Family Mediators-Ottawa Chapter

## **FUNDING**

### **Government or extra-university**

- 2019-2021 Women’s and Gender Equality Grant (formerly Status of Women Canada). “Transgender Bias in Employment”. PI: Dan Irving with Egale Canada. Value: \$489K
- 2019-2021 Social Sciences and Humanities Research Council of Canada Institutional Developmental Grant. Value: \$58k
- 1999-2002 Social Sciences and Humanities Research Council Doctoral Fellowship. York University.

## **Internal Research Funding**

- 2013            Social Sciences and Humanities Research Council of Canada Institutional Grant.  
Carleton University.
- 2008            Social Sciences and Humanities Research Council of Canada Institutional Grant.  
Carleton University.

## **CONSULTATIONS AND CONTRACT**

### **Expert Witness**

- 2019-2020            Testified before Grievance Settlement Board for Ontario Public Service  
Employees Union

## **SERVICE TO THE PROFESSION**

- 2019-present    Chair. Sexuality Studies Association  
2017-2019       Vice-Chair of Sexuality Studies Association  
2013-2015       Chair of Sexuality Studies Association Conference Planning Committee

### **Manuscript Appraisals**

### **Book Manuscript Reviews**

- 2019            University of Calgary Press
- 2011            SUNY Press

### **Journal Manuscript Reviews**

- 2020            *Labour/Le Travail*  
*Hypatia*
- 2016            *Canadian Journal of Political Science*
- 2014            *Gender and Society*  
*Atlantis*  
*Sociological Forum*
- 2013            *Feminist Formations*  
*TSQ: Transgender Studies Quarterly Journal*  
*Citizenship Studies*  
*Equality, diversity and inclusion: An international journal*
- 2012            *Journal of Bioethical Inquiry*  
*Canadian Studies Journal*  
*Sexualities*

*Law, Culture and the Humanities*

**Book Proposal Reviews**

2020 Canadian Scholar's Press International

**Peer Reviewer for SSHRC**

2020 Insight Development Grant

2019 Insight Development Grant

**Tenure & Promotion Committees**

2020 Monica J. Patterson. Chair of Committee. Carleton University.

2020 Kim H. Nguyen. University of Waterloo.

**Academic Responsibilities**

**Teaching - Undergraduate Courses**

**Carleton University – Women's and Gender Studies**

WGST 4801 Independent Study (\*co-taught with Patrizia Gentile) (Winter 2020)

**Carleton University—Sexuality Studies**

SXST 2101 Introduction to Critical Sexuality Studies (Fall 2017-19, 2014, 2011-2012, 2007-2009)

SXST 4101 Queer Re/volutions: Embodied Pleasure & Political Possibility (Winter 2020)

SXST 4101 Political Economy and Sex, Gender and Sexuality (Fall 2014, Winter 2012-2009)

SXST 4101 Queering the Nation: Citizenship, Colonialism, Race (Winter 2008-2007)

SXST 4101 Critical Masculinities (Winter 2015-2019)

SXST 3201 Critical Methodologies in Sexuality Studies (Winter 2016)

SXST 3104. Transnational Sexualities (Fall 2016)

**Carleton University—Human Rights**

HUMR 4905 Human Rights Practicum (Winter 2017-2019)

HUMR 4301 Transgender Human Rights (Fall 2017, Winter 2015, 2012-2007)

HUMR 2301 Human Rights and Sexuality (Summer 2016-2018, Winter & Summer 2008)

HUMR 2202 Human Rights and Power Relations (Winter 2020, Fall 2016, Winter 2016, Winter 2015, 2010-2012)

HUMR 3202 Human Rights and Resistance (Fall 2019, Winter 2012, Fall 2009-2008)

Explorations of Identities and Human Rights in Canada (Fall 2007)

**Carleton University—Canadian Studies**

Introduction to Canadian Studies: Sex, Gender, Sexuality (Fall/Winter 2010-2009)

## **Graduate Supervision**

### **MA Thesis**

- 2018-2020 Jess Lundy. "Serving Each Other: Sharing Economies and Affective Labour in Montreal's Kiki Scene".
- 2015-2017 Theo James Hug. "Critical Interventions: Trans\* Access to Addiction Services in Ottawa," Institute of Political Economy. Co-supervised with Dr. Susan Braedly
- 2015-2016 Leigh-Anne Worrell "Not Here, So Where? Race, Sexuality and Diasporic Identities in Dionne Brand's *In Another Place, Not Here*," Women and Gender Studies.
- 2011- 2013 Alicia Baker, "Writing Safe Bodies: Transgender Travelers, Securitization and Subject Formation," Institute of Political Economy.

## **Graduate Examinations**

- 2019 PhD examination committee. External Examiner. Evelyn Deshane *Wish You Were Here: Transgender Road Narratives and the Place for Identity*. English Department, Waterloo University.

## **Administrative Responsibilities and Committee Assignments**

### **Departmental**

- 2020 Chair of IIS Tenure and Promotion Committee. Monica J. Patterson.
- 2019-2020 PJIWGS Hiring Committee – Critical Race
- 2019-2020 PJIWGS Curriculum Committee.
- 2018 Acting Director, Pauline Jewett Institute of Women and Gender Studies.
- 2018 Doctoral Dissertation Oral Defense - Internal Examiner. Charlotte Hoelke.
- 2018 Master of Arts Examination Committee (MRE)– External Examiner. Caroline Dodd.
- 2018 Ph. D. Comprehensive Exam Committee, Leon Laidlaw. Criminology.
- 2018 Hiring Committee – Assistant Professor position. Human Rights and Social Justice.
- 2018 Hiring Committee – Senior Faculty/Director position. Pauline Jewett Institute of Women and Gender Studies.
- 2018 Hiring Committee – Associate Professor position. School of Social Work.
- 2017 Hiring Committee – Instructor I position. Pauline Jewett Institute of Women and Gender Studies.
- 2017 Master of Arts Examination Committee – External Examiner. Leon Laidlaw. "Trans\* Women as Sex Workers". Criminology. University of Ottawa.
- 2016 Master of Arts Examination Committee – Internal/External. Evan Read Armstrong. "The Acisted Eye: Transgender and Intersex Bodies in International Cis-Authored Film and Television". Film Studies.
- 2015 BGINS Committee for Proposed IIS Specialization
- 2015 Tenure and Promotion Committee

2015	IIS speakers series committee (Sexuality Studies Representative)
2014-2016	Cyclical Review Committee, Human Rights
2014-2015	BPA Honors Committee (Supervisor) Daniel Baptiste. "LGBTIQ Refugees In Canada." Public Affairs and Policy Management
2012	Ph. D. Comprehensive Exam Committee, Douglas Janoff, School of Canadian Studies
2012	BA Honors Committee (Second Reader). Marinna Ridley, "The Canadian Human Rights Commission as a Champion of Sexual Orientation Disputes". Bachelor of Public Affairs and Policy Management.
2012-2011	Sexuality Studies Library Representative
2012-2009	Program Coordinator, Sexuality Studies Minor
2011-2009	Carleton University Academic Staff Association Representative
2011-2008	Institute of Interdisciplinary Studies Representative, Faculty of Arts and Social Sciences Board
2011	Joint Tenure & Promotion Committee
2011	Ph. D. Comprehensive Exam Committee, Peter Balough, School of Canadian Studies
2011	Master of Arts Examination Committees – External. Glen Walsh "(Not) Mincing Words: A Qualitative Study of How Gay and Queer Men Make Sense of 'Fag/got'." Psychology.
2011	BA Honors Committee (Supervisor) Tyler Braun. "Protest through Grotesque: Reframing the public perception of G8/G20 protests." Human Rights.
2011	BA Honors Committee (Second Reader). Denise Jessica Freedman, "The Silent Violence against Transsexual People: The Wager on Gender Identity". School of Social Work.
2010	Human Rights Hiring Committee
2010	BA Honors Committee (Second Reader). Jay Tyler Malette, "Governing Bodies: The Gendering Process of the International Development Project". Arthur Kroeger College for Public Affairs.
2010	BA Honors Committee, Supervisor. Allyson Green. "World-Making through Queer Disability Art: Resisting Neoliberal Hyper Individualism Exposing/ Destabilizing/Transforming." Directed Interdisciplinary Studies.
2009	BA Honors Committee, Supervisor Joanna Paddock. "Heterosexual Privilege and Bisexuality: Examining the Emergence of an Anti-Bisexual Stereotype in the GL(B)TQ Community." Institute of Interdisciplinary Studies.
2009	Human Rights Hiring Committee
2009	Master of Arts Examination Committees – External. Grace Irving, "In (Search of) Passing: Acts and Narratives at the Limits of Identity and Visibility." School of Canadian Studies.
2008	Neil Gillis, "Gender Performance and Masculine Hegemony." School of Legal Studies.
2008	BA Honors Committee (Second Reader). Heather Hunter, "The Savage and their Saviors: Locating Humanitarian Interventions in Colonial Narratives". Arthur Kroeger College for Public Affairs.
2007	Search Committee for New Director
2007-present	Human Rights Program Committee

**Faculty**

2017	Faculty of Arts and Social Sciences Ontario Government Scholarship Adjudication Committee
2016	Faculty of Arts and Social Sciences Ontario Government Scholarship Adjudication Committee
2015	Faculty of Arts and Social Sciences Ontario Government Scholarship Adjudication Committee
2012	Faculty of Arts and Social Sciences Promotions Committee
2011	Faculty of Arts and Social Sciences Tenure Committee

**University**

2011-12	Senate Member
2009-12	Education and Equity Senate Sub-Committee

**External**

2019-present	PhD committee member. Doctorate by article track. Amelia Gosley. Faculty of Education. University of New Brunswick.
2008-present	Egale Canada Board of Directors (Secretary)

**Other**



## LARA KHATTAB

Lecturer  
Institute of Islamic Studies  
McGill University  
Morrice Hall, Room 017  
3485 McTavish Street  
Montreal, Quebec H3A 0E1  
Tel: 514- 550 2775

E-mail: [lara.khattab@mcgill.ca](mailto:lara.khattab@mcgill.ca); [lara.khattab@gmail.com](mailto:lara.khattab@gmail.com)

### RESEARCH INTERESTS

---

Comparative Politics, Political Economy, Social Movements, Labor unions, Human Rights, Middle East Studies, Latin American studies, Post-Colonialism, State and Society Relations, Ethnic Conflict, Economic development in post-colonial societies, Intersectionality, Gender and Politics, Class Relations, New forms of Precariousness under Neoliberalism, Resistance strategies under Neoliberalism, Qualitative Research.

### PROFESSIONAL EXPERIENCE

---

<b>Fall 2018 and Winter 2020</b>	Lecturer, Institute of Islamic Studies, McGill University
<b>Fall 2019</b>	Researcher, Department of Social Work, McGill University
<b>Summer 2017</b>	Lecturer, Department of Political Science, Concordia University.
<b>Fall 2016</b>	Visiting Researcher, Centre for Research on Political Psychology and Social Movements, Pontifícia Universidade Católica de São Paulo (August – December 2016)
<b>2011 –2017</b>	Lead Teaching Assistant and Research Assistant, Concordia University.
<b>2009 –2011</b>	Lead Researcher, Lebanese American University of Beirut, Lebanon
<b>2008- 2009</b>	Researcher, Collective for Research and Training on Development, Lebanon

### EDUCATION

---

Ph.D	2020, Concordia University, Political Science  Major Field: Comparative Politics; Second Field: Public Policies  <b>Dissertation:</b> The Challenges to Democratization in the Global South: The Political Economy of Regime Change, Class Struggles, and Class Alliances in Egypt (1952-2016) and Brazil (1930-2016)  <b>Committee:</b> Jean-François Mayer (Supervisor), Tina Hilgers (Examiner), Ceren Belge (Examiner).
M.A.	2010, Lebanese American University, Master of Arts in International Affairs

**Thesis :** Civil Society in a Sectarian Context: The Women's Movement in Post-War Lebanon.

**Committee:** Bassel Salloukh (Supervisor), Jennifer Skulte Oueiss (Examiner), Sami Baroudi (Examiner).

B.S. 2003, Computer Science, American University of Beirut.

## TEACHING

---

**Lecturer, McGill University, Montréal**

The Institute of Islamic Studies, Winter 2020.

Course: ISLA 360, Islam and Politics.

**Lecturer, McGill University, Montréal**

The Institute of Islamic Studies, Fall 2018.

Course: ISLA 360, Islam and Politics.

**Lecturer, Concordia University, Montréal**

Political Science Department, Summer 2017.

Course: POLI 395, Middle East Politics.

**Lead Teaching Assistant, Concordia University, Montréal**

Summer 2012 – Fall 2017.

Courses: Introduction to Human Rights, Introduction to Canadian Criminal Law, Organized Crime

**Teaching Assistant, Concordia University, Montréal.**

September 2011- Fall 2017

Courses: Comparative Politics, Research Methods, Introduction to Political Science, State and society in Latin America, Politics of the Emerging Economies (the BRICS), Clientelism and Violence in Latin America.

**Guest Lecturer, Middle East Foreign Policy by Julie Norman, McGill University**

Lecture: The Generals, The Pharaoh, and The 'People': The Egyptian Military and the 2011 Revolution, April 2013 and November 2014.

**Guest Lecturer, Introduction to Latin American Politics by Jean-François Mayer, Concordia University**

Lecture: The Wars of Independence, Democracy, and Dictatorship in Latin America, September 2014

## FELLOWSHIPS AND AWARDS

---

Nominated by the Department of Political Science to the Canadian Political Science Association, the Canadian Association of Latin American and Caribbean Studies, and the Brazil section of the Latin American Studies Association **2021**

Mobility Award, *Concordia University*, Montreal **2016**

Bursary in Latin American Studies (Faculty SSHRC Grant) **2015**

Fellowship the Faculty of Arts and Sciences, *Concordia University*, Montréal **2011-2014**

Scholarship the Faculty of Arts and Sciences, *Lebanese American University*, Lebanon **2005-2008**

## PUBLICATIONS

---

### Co-authored Book

Bassel Salloukh, Rabie Barakat, Jinan S. AL-Habbal, Lara W. Khattab and Shoghig Mikaelian. 2015. *The Politics of Sectarianism in Post-War Lebanon* (Pluto Press).

### Conference and Workshop Papers

Khattab, Lara. 2017. (Unpublished Draft) “The Contradictions of Brazilian Neo-Developmentalism, and its Impact on the Formal and Informal Working-class (2003-2014),” R  LAM, Concordia University, Montr  al, Canada, April 2017.

Khattab, Lara. 2017. (Unpublished Draft). “Workers, Unions and Dilma Rousseff’s Impeachment,” Historical Materialism, SOAS, London, England, November 2017.

Khattab, Lara. 2020. (Unpublished Draft) “*Yaskot Hokem el Masref* (Down with the Rule of the Banks) and *Kelon Yaani Kelon* (Everyone Means everyone): The origins of Lebanon’s 2019 October Revolution, the Contradictions and Limits of a Neoliberal Rentier Economy and a Sectarian Regime”, Paper presented at the Workshop on the *Political and social mobilization in the Middle East and North Africa after the Arab uprisings*, University of Laval, Quebec, Canada.

### Journal Articles

Khattab, Lara. (In progress). “Struggles under Authoritarian Regimes: Class mobilization and class alliances under Mubarak’s Egypt (1981-2011) and Military Brazil (1964-1985)” *Comparative Political Studies*

Khattab, Lara. (In progress). “From The Down with the Sectarian Regime to the Labor mobilization under a Sectarian and Neoliberal Postwar order : Social and political mobilization and the origins of the 2019 October Revolution in Lebanon”, *Canadian Journal of Political Science (special issue)*.

Khattab, Lara. (In progress). “Navigating the Field under a Military Regime: Fieldwork and fieldnotes from Egypt under Military rule.” *Middle East Law and Governance Journal*.

### Workshop Reports

Khattab, Lara. 2014. “Clientelism and Violence in Subnational Latin American and Caribbean Politics.” Concordia University, Montr  al.

Khattab, Lara. 2014. “Les D  f  ts du F  d  ralisme au Canada.” Institute for Research on Public Policy, Montr  al.

### Case-study Reports

Khattab, Lara. 2011. “Empowering Citizens: Elections and Civil Society in Postwar Lebanon,” Lebanese American University and Universit   de Montr  al, 2011.

Khattab, Lara. 2009. “Faith, Social Activism and Politics: The Greek Orthodox Archbishopric of Beirut and its Social Institutions,” Collective for Research and Training on Development Action.

## PUBLIC TALKS AND PANELS

---

**2020.** “*Yaskot Hokem el Masref* (Down with the Rule of the Banks) and *Kelon Yaani Kelon* (Everyone Means everyone): The origins of Lebanon’s 2019 October Revolution, the Contradictions and Limits of a Neoliberal Rentier Economy and a Sectarian Regime”, Paper presented at the Workshop on the Political and social

mobilization in the Middle East and North Africa after the Arab uprisings, University of Laval, Quebec, Canada.

**2019.** “The Contradictions of The Rentier Neoliberal Model: The return of social classes and class struggles to Lebanon,” Speaker to a Panel on “Lebanon’s October Revolution,” 31st of October 2019, McGill University, Montréal, Canada.

**2019.** “Lebanon’s October Revolution: Causes, Demands, Actors and Forms of Organizing,” 6<sup>th</sup> of December 2019, Talk to Convergences des Lutes des Pays du Suds, Espace Alternatives, Montréal, Canada.

**2019.** “The Popular Uprisings in Algeria, Lebanon and Sudan in Comparative Perspectives,” Organizer (With Khalid Mustafa Medani), December 2<sup>nd</sup> 2019, McGill University, Montréal, Canada.

**2019.** “Struggles for Dignity under Neoliberalism: Lessons from Algeria, Chile, Egypt, Iraq, Lebanon, and Sudan,” Organizer and Chair, November 18 2019, Concordia University, Montréal, Canada.

**2018.** “The Political Economy of Regime Change in Egypt,” Speaker to the World Islamic & Middle Eastern Studies Student Association (WIMESSA), November 28 2018, Montréal, Canada.

**2017.** “Navigating Fieldwork in Dangerous Settings,” Speaker to the LLACS (Lab for Latin American and Caribbean Studies), February 15 2017, Department of Political Science, Concordia University, Montréal, Canada.

**2017.** “Where are the Workers? The Rise and fall of the PT and Working-Class De-mobilization in Brazil” Speaker in the Workshop on “Organization, Resistance and Work in Latin America After the Pink Tide Governments”, April 7<sup>th</sup> 2017, Department of Political Science and the School of Community and Public Affairs, Concordia University, Montréal, Canada.

**2016.** “Workers, Unions, the Revolution and the Counter-Revolution in Egypt,” DIEESE School of Work, October 10 2016, São Paulo, Brazil.

**2014.** “The Question of Palestine from a Feminist Perspective,” (With Yasmeen Daher), *Collectif Rebelles Montréal*, August 21 2014, Montréal, Canada.

## LANGUAGES

---

Arabic (native), French (fluent), English (fluent), Portuguese (intermediate)

## INTERNATIONAL EXPERIENCE

---

Brazil: fieldwork, visiting researcher (2016)

Egypt: fieldwork (2015-2016)

Lebanon: fieldwork research (2008-2010), NGO management and research (2005-2010), computer programming (2003-2005)

---

---

## **VOLUNTEER WORK**

---

### **Immigrant Workers' Center (IWC), April 2017- March 2018**

- Public education on labor standards for migrant workers
- Organizing Workshops in Arabic on labor standards in Quebec
- Handling and filing complaints on behalf of migrant workers

### **Collective for Research and Training on Development - Action, February 2010 – May 2010.**

- Outreach for the Campaign “My nationality, My right for me and my children”
- Support in mobilizing for sit-ins demanding in support of the campaign

### **ASSABIL – Friends of Public Libraries Association, July 2006- August 2016**

- Relief for the internally displaced as a result of the 2006 Israeli war on South Lebanon.

## CURRICULUM VITAE

Egla Martinez Salazar, Ph.D.

[eglamartinezsalar@cunet.carleton.ca](mailto:eglamartinezsalar@cunet.carleton.ca)

---

### **Rank:**

#### **Associate Professor**

Human Rights and Social Justice, Institute of Interdisciplinary Studies, IIS.

### **Education**

2005 **PhD.** York University – Sociology

1999 **Masters of Environmental Studies:** York University - Environmental Studies

1997 **Honours Bachelor of Arts:** York University –Women’s Studies (cum laude).

1992 **Studies in Latin American Sociology:** National University of Mexico, UNAM –Juridical and Social Sciences Faculty.

### **Academic employment**

2006- 2012	Assistant Professor Carleton University Institute of Interdisciplinary Studies, IIS Pauline Jewett Institute of Women’s and Gender Studies
2013-	Associate Professor Institute of Interdisciplinary Studies, IIS
2005-2006	Assistant Professor McMaster University Institute of Interdisciplinary Studies –Women’s Studies
2004-2005	Course Director York University Sociology
2002-2004	Teaching Assistant York University – Social Sciences
2000-2002	Teaching Assistant, York University Sociology

- 1999-2000                      Research Assistant  
York University – Sociology.  
Project: Central American Refugees and Immigrants in Canada
- 1997-1999                      Research Assistant,  
York University – Environmental Studies  
Project: 'Tomasita', Women, NAFTA, Food, and Globalization

### **Professional Employment**

- 1994-1997                      Community researcher and counselor, Toronto  
Rape Crisis Centre.
- 1987-1992                      Educator and developer of popular education seminars and  
workshops on human rights, Guatemalan Human Rights  
Commission, Mexico, D.F.

### **Professional Honours**

- 2010                      Izzy Stone Award for professional integrity and honesty. Sociologists Without  
Borders,
- 2007                      Keynote Speaker, Tokyo Foundation Scholarship Division, 20<sup>th</sup> Anniversary  
University of Copenhagen, Denmark.  
University of Jadavpur, Kolkata, India
- 2006                      Community-university service, Hamilton Sexual Assault Centre, 2006
- 2005                      Certificate of Achievement, Faculty of Environmental Studies, York University
- 2004                      Human Rights and Leadership Award, Tokyo and Nippon Foundations
- 1998                      Mark Nawrot Memorial Award, Faculty of Environmental Studies, York  
University
- 1997                      Remarkable Woman Award, Rubena Willis Counseling Centre for Assaulted  
Women and Children.

### **Scholarships**

- 2002-2003                      Ontario Graduate Scholarship –OGS-
- 2001-2003                      Social Sciences and Humanities Research Council –SSHRC, PhD  
Fellowship
- 2002                      International Development Research Council –IDRC-
- 2001                      Ontario Graduate Scholarship –OGS- (declined)
- 1999-2000                      Doctoral Fellowship for Academic Distinction, Tokyo Foundation and  
York University
- 1998-1999                      Canadian International Development Agency, -CIDA-, Academic  
Research Award

## **Publications**

### **Book**

Martinez Salazar, Eglá, *Global Coloniality of Power in Guatemala. Racism, Genocide, Citizenship* (Lahman/Boulder/New York: Lexington and Rowman & Littlefield Publishing Group, 2012). [258pp].

### **Chapters in edited books**

Eglá Martinez-Salazar. "State terror and violence as a process of lifelong teaching-learning: the Guatemalan Case," in Mojab, S. Ed., *Women, War, Violence and Learning*. London: Routledge, 2010, 75-90.

Eglá Martinez.: "Who Counts as Human? Decolonization, the Production of Criminality and Solidarity." *L'Asile Religieux: entre désobéissance civile et obligation légale. Giving Sanctuary to Illegal Immigrants: Between Civil Disobedience and Legal Obligation*. Sherbrooke, Quebec: SoDRUS, 2009, 283-301.

Eglá Martinez. "Development and Coercion in the Maya-Tzutuhil Community of Santiago Atitlán, Guatemala," in Desfor, G., D. Barndt and B. Rhader Eds. *Just Doing It, Popular Action in the Americas*. Toronto: Black Rose Books, 2002, 30-54.

Eglá Martinez-Salazar. "The 'Poisoning' of Indigenous Migrant Workers and Children: from Deadly Colonialism to Toxic Globalization," in Barndt, D. Ed. *Women Working the NAFTA Chain: Women, Food & Globalization*. Toronto: Second Story Press, 1999, 100-111.

### **Refereed journal articles**

Martinez-Salazar E, "The Struggle for Historical Collective Memory and Epistemic Creativity from Below." *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World*, 3(1), 37-57.

Eglá Martinez-Salazar. "Vilified and Prohibited Memories. The Making of a Gendered and Racialized National-Transnational Enemy." *Canadian Woman Studies/Les Cahiers de la femme*. Vol. 27, Number 1, 2009, 23-28.

Eglá Martinez. "State terror and violence as a process of lifelong teaching-learning: the case of Guatemala." *International Journal of Lifelong Education*, Vol. 27, No. 2, 2008. 201-216.

Eglá Martinez. "Peace as a Masquerade, Militarization and Post-War Terror in Guatemala." *Canadian Woman Studies/ Les cahiers de la femme. Women and Peace Building*. Vol. 22, Number 2, 2002/2003, 40-46.

Eglá Martinez. "Guatemalan Maya Women, Threatened Peace and Citizenship from Below." *Canadian Woman Studies/Les cahiers de la femme. Women 2000 Eradicating Poverty and Violence in the 21<sup>st</sup> Century*. Vol. 20, Number 2, 2000, 172-175.



Egla Martinez. "Freire in the North Under Southern Eyes." *Convergence*. Vol. XXXI, 1&2, 1998, 128-136.

### **Articles in non-refereed journals**

Egla Martinez. "Rethinking Human Rights in a World of Increased Inequalities." *The SYLFF Academic Newsletter*. No. 20, 2008. Tokyo, Japan, 6-10. In English and Japanese.

Egla Martinez. "Interrogating the Human in Human Rights Discourses: Guatemalan Maya Women, Colonial Legacies and State Repression." *Proceedings, SYLFF Program*. Tokyo, Japan: Tokyo Foundation, Scholarship Division, 2007, 35-39. In English and Japanese.

Egla Martinez. "Engaged Scholarship, Human Rights and Social Justice." *Tokyo Foundation Newsletter*, special issue, 2004, 24-27. In English and Japanese.

Egla Martinez. "Trauma, Complex Stress, Post-Traumatic Stress Disorder and Addictions in Refugee Women." *Prize Winning Essays*. Vol. 10, 1996-97, Faculty of Arts, York University, 91-103.

### **Community Research Report and Booklet**

Egla Martinez. "Abuso Sexual, Autoestima y Poder Personal" (Sexual Abuse, Self-esteem and Personal Power). Spanish booklet. Toronto Rape Crisis Centre, 1995. 50 pages.

### **Books reviews in scholarly journals**

Egla Martinez. Review of *Hope and Despair. My Struggle to Free My Husband Maher Arar* by Monia Mazigh (Emblem Editions, 2009. 256 pages). *Global South, History, Power, Culture*. Vol. 5, No. 4, October 2009, 49-51.

Egla Martinez. Review of *A Beauty That Hurts: Life and Death in Guatemala* by W. George Lovell (Toronto: Between the Lines, 2000). *Labour/Le Travail*, No. 50, 365-376, 2002.

### **Papers Presented**

#### **To Learned Societies**

March 2019. Invited presentation: "Greenwashing as re-colonization of Mother Earth and the Bodies of Indigenous Land Defenders in Abya Yala (Latin America), from Guatemala," at the panel *From Turtle Island to Palestine: Green Washing the Colonization of Mother Earth*. Ojigkwanong Centre, Carleton University.

April 2018. "Necessary Relationality: Current Predatory Capitalism as a Reconfigured Continuity of Previous Socio-Environmental Genocidal Policies and Indigenous Women's Struggles in Defense of Territory. Insights from Iximulew-Guatemala."

Montreal, April 25-26. Conference: Perspectives Sociales et Theoriques Sur la Verité, la Justice et la Reconciliation Dans Les Ameriques. Organized by UQAM and CRIEC.

November 2016. "Refusing Coloniality: Exhumations as Practice Against Socio-Cultural Extermination and the Thingification of Mother Earth." Decoloniality Conference, National Women's Studies Association, NWSA, Montreal, Quebec, November 10-13, 2016.

April 2016: "Refusing Coloniality: Exhumations Against Socio-Cultural Extermination and the Thingification of Mother Earth." Paper accepted by the National Women's Studies Association, NWSA. Conference "Decoloniality," Montreal, Quebec, November 2016.

August 2015: "Criminalization of Socio-Environmental Struggles as an Ongoing Colonial and Capitalist Practice: Its Effects on Guatemala." MALCS Summer Institute, University of New Mexico.

July 2013: "Tracing the Epistemic Contributions of Indigenous Women to Environmental Justice," presented at MALCS Summer Institute, Ohio State University, USA.

July 2012: "Colonial Difference, Epistemic Violence and Coloniality of Nature," presented at MALCS Summer Institute, 'All of Us Are Arizona,' University of Santa Barbara California, USA.

November 2011: Invited presentation. "Coloniality of Nature, Epistemic Violence and the Politics of Appropriation." The Politics of Appropriation and Feminism Conference, Institute of Women's and Gender Studies, University of Toronto. November 11-13, 2011.

July 2009. "Everyday and Structural Racism and Other Forms of Discrimination." Centre for Research on Latin American Women, CIAM. San Cristobal de Las Casas, Mexico.

August 2008. "The Dynamics of Racism, Patriarchy and Class Relations in Our Current World: Insights from the Field." Centre for Research on Latin American Women, CIAM. San Cristobal de Las Casas, Mexico.

April 2007. "Women, Peace and Security as Discourse Practices of 'Saving the Other.'" Negotiating Women: Peace and Security in "Fragile States," Conference. The Pauline Jewett Institute of Women's Studies, Carleton University and the Women's Studies Program, University of Ottawa.

February 2007. "Rethinking the 'Human in Human Rights' Praxis to Build a Decolonial Culture of Solidarity." Giving Sanctuary to Illegal Immigrants: Between Civil Disobedience and Legal Obligation, SoDRUS Conference. University of Sherbrooke, Quebec, February 9-10, 2007.

April 2006. "Social Cleansing, Gender Violence and the Criminalization of Agency in 'Peacetime' Guatemala." Women, War, and Learning Conference. Ontario Institute for Studies in Education, OISE. University of Toronto.

January 2006. "Maya Women, Contested Citizenship and the Racialization of State Violence in Guatemala." Women's Studies Speakers Series. McMaster University.

August 2004. "Citizenship as Repression from the Social Experiences of Guatemalan Maya Women." Acts of Citizenship Symposium, Social Sciences, York University.

September 2004. "Socially Engaged Scholarship in Researching Global Social Inequality: The Guatemalan Case." International House for Asian Peace Studies, Tokyo, Japan.

September 2001. "State Sponsored Violence, Gender and Colonial Legacies from the Guatemalan Case." Global Social Inequality Conference. Howard University, Washington.

October 2001. "Unequal Development, Colonialism and State Repression, and the Politics of Memory: The Case of Guatemala." International Series on Global Social Inequalities based on Race, Class, and Gender. University of the Western Cape, Cape Town, South Africa.

### **To other academic bodies**

April 2018. Aggressive intensification of Predatory Capitalism through Discourses like "Clean Energy," "Green Economy" "Sustainable Conservation," and how are Indigenous and Peasant Communities in Latin America Resisting. International Women Resisting Extractivism, April 27-29, Montreal.

July 2009. "Everyday and Structural Racism and Other Forms of Discrimination." Centre for Research on Latin American Women, CIAM. San Cristobal de Las Casas, Mexico.

March 2007. Invited Panel member. "Tracing the Meanings of the Human from Interdisciplinary Perspectives." Brown Bag Seminar "The Interdisciplinary of Human Rights." Institute of Interdisciplinary Studies, Carleton University.

January 2007. "Interrogating the Human in Human Rights Discourses: Guatemala Maya Women, Colonial Legacies and State Repression." Sasakawa Young Leaders Fellowship Conference. University of Copenhagen, Denmark.

April 2003. "Indigenous Ways of Knowing." Panel presentation, Faculty of Environmental Studies, York University.

October 2004. "Guatemalan Mayas, Human Rights and Negotiated Peace." Ontario Institute for Studies in Education, OISE. Academic-Community Relations in Canada, Chile, and Guatemala Conference. University of Toronto.

November 2001. "The Complexities of Knowledge Production as an Outsider-Insider: Experiences from the Field." Course on Women and Culture, Gender Studies Program. University of Toronto.

November 2001. "Poisoning Indigenous Migrant Workers and Their Children." Course Gender and Development, FES, York University.

November 2001. "Field Research Challenges: Development from the Grass roots." Course on Ethics and Development. University of Toronto.

September 2000. "The Research Process and Collective Knowledge Production." Course Women and Work. York University.

### **Non-academic lectures**

August 2016. "Defending Land, Rivers and Forests is Decolonial Knowledge in Struggle: The Teachings of Berta Cáceres.

April 2015. "The Meaning of Ayotzinapa in Human Rights from Below, Addressing Complexities". Invited Presentation, International Ayotzinapa Caravan in Ottawa to raise awareness about the 43 Teaching College Students Forcibly Disappeared in Mexico as Part of the more 26, 000 Disappeared in Mexico since 2007. PSAC, Ottawa.

October 2012. Book launch presentation, "Global Coloniality of Power in Guatemala. Racism, Genocide, Citizenship. Octopus Book Store, Under One Roof.

July 2009. "Racism, Patriarchy, Capitalism and the Coloniality of Power." Alternative School for Women, San Cristobal de Las Casas, Mexico.

July 2008. "The Inner Impact of Violence, Especially Inter-Family Violence on Women and Children." Association of Indigenous Xinca and Mestizo Peasant Women, Guatemala.

August 2008. "The Impact of Coloniality of Power through Systemic and Everyday Racism, Patriarchy and Poverty." Centre for Research on Latin American Women, CIAM. San Cristobal de Las Casas, Chiapas, Mexico.

September 2007. "Thinking Gender in Everyday Life." Jadavpur University, Kolkata, India.

September 2004. "Indigenous Ways of Knowing: Some Principles of the Maya Cosmovision." AINU Community Association, (First Peoples of Japan), Tokyo Japan.

August 1998. "Popular Education and Development." Community Development Conference, Concordia University. Presented with Dr. Deborah Barndt.

November 1998. "Indigenous Knowledge, Colonialism and Environmental Racism." University of Guadalajara Graduate Colloquium.

November 1997. "Impacts of Sexual Violence and the Globalization of Repression." Community Radio "Weaving Rebellions." CKLN, Toronto.

### **Research Grants**

April 2014

Faculty of Arts and Social Sciences, FASS, Junior Faculty Research Award: \$ 7500

Title of Project: Tracing the Epistemic Contributions of Indigenous Women to Environmental Justice.

January 2008

SSHRC Institutional Grant: \$7000

Title of Project: Gendered and Racialized Violences: Global Insights from Latin American Sites.

SSHRC 2015. Recommended but not supported for lack of funds

Title of application: Community Resilience toward Environmental Protection: The Use of Indigenous Ancestral Knowledge in Combination with Environmental Justice, Human Rights and Indigenous Rights Knowledge by the Guatemalan Maya-Kiché Peoples. A Case Study.

### **Service to the Profession**

- 2020. Invited by Hypatia to be part of the journal's referee team. April 20, 2020
- 2020. Co-coordinated and organized panel on "Decolonial, Indigenous, Environmental Justice Feminist Politics/Poetics" for the National Women Studies Association 2020 Conference, which was cancelled due to Covid19.
- 2019. Appraisal of manuscript on forced sterilization of Indigenous women and men in Peru as a fertility control policy for Hypatia. April 22-May 30<sup>th</sup>, 2020
- 2019. Appraisal of article on Guatemalan Post-genocide Development Narratives for the Society and Space Journal, UK. February 2019.
- 2018. Position paper on the attack of Guatemalan women defenders of land-body-territory for the Network of Guatemalan Ancestral Healers, TzK'at, May 2018.
- 2018. Facilitation work at the International Women Resisting Extractivism Encounter, Montreal.
- 2018. Drafting analytical positions on Healing and Resisting Mega Projects of the Network of Ancestral Healers and Community Feminism, TzK'at.
- 2018. Simultaneous translations in both Spanish-English at the Women Resisting Extractivism Encounter, Montreal.
- 2017- present. Supporting Indigenous women's defenders in Latin America like L. Chavez Ixcaquic, COPIHN, and Feminists of AbyaYala (Latin America).
- 2017. Evaluative report for Mugarik Gabe (Vasque NGO), of L. Chavez's work and for her nomination to the 2017 *Ignacio Ellacuría Human Right Award*.

- 2016-2017. Indigenous Women's Caucus coordinator, MALCS
- 2016- sent reports on extractivism and its impacts on Central American people, especially Indigenous women to academic networks and individual academics interests in knowledge mobilization.
- 2016-2017. Member of Transnational feminism caucus, National Women's Studies Association, NWSA
- 2016- 2017. Member of Indigenous Academic caucus, National Women's Association, NWSA.
- April 6- May 15, 2016. Reviewed manuscript for the *AlterNatives Academic Journal*, New Zealand.
- 2016. Review of a potential collaborative research proposal about violence against women in Mexico and Canada.
- 2015. Carlise Hanson Human Rights Award. Supervision of paper (from research proposal to submission) titled: "Exploring the Hamitic Hypothesis Construction of Race and Gender in the Rwanda Genocide." (Gender, Citizenship and Social Justice in a Transnational World Course).
- 2014. Carlise Hanson Human Rights Awards. Supervision of papers (from research proposal to submission) titled: a) "Unworthy Bodies: The Exclusion of Indigenous Peoples from Canadian Consciousness;" b) "Colonizing the North: Coloniality in the Canadian Arctic." (Gender, Citizenship and Social Justice in a Transnational World Course).
- 2012- : Indigenous Women's Caucus Representative, Women of Letters and Social Change, MALCS.
- October 2012: Completed a manuscript appraisal for the *Critical Sociology Journal*.
- 2011-2012: Secretary, Sociologists Without Borders Council
- 2007- 2011: Assessed human rights endorsements and annual awards, Sociologists Without Borders
- 2007- 2012: sent reports on Canadian mining in Central America to Sociologists Without Borders and Human Rights Section, ASA
- September 2007: Completed a manuscript appraisal for the *Norteamérica Journal*, published in English by UNAM, Mexico.
- 2009-2010: Canadian Women's Association planning committee member for the 2010: Canadian Federation for the Humanities and Social Sciences, CFHSS Congress, Concordia University.
- 2008: Co-organized with Rights Action an international campaign in support of relatives of the Disappeared in Guatemala.
- September 2000-September 2001: Organized York University Conference on Global Perspectives of Social Inequality, Issues of Race, Gender, and Class Worldwide.
- August 2000- November 2001: Co-organized a series of international conference on Global Social Inequality with teams from the following universities: Howard (Washington); University of Sao Paulo (Brazil); University of the

Western Cape (South Africa), and the Massey University (New Zealand).

### **Community Consultation (ad honorem)**

2020- Ongoing unpaid consultancy for Guatemala Maya-K'iché Land and Indigenous Peoples defender, L. Chavez on environmental justice, water protection and the attack on community forests in Guatemala and Latin America.

2018- Co-making and editing of a short video on the eviction of 111 families from the Laguna Larga Community by the Guatemalan army and police forces, in the names of clean energy and protected areas.

2018- Briefing on REDD+ and its role in deforestation and forced displacement of Indigenous Peoples, to land defender Lolita Chavez and the Council of K'iché Peoples, CPK.

2018- Ongoing consultancy work for the Council of the K'iché Peoples, CPK on issues pertaining capacity building, international networking and basic protection under severe persecution and criminalization.

2017- present. Community research briefings on “Clean Energy Projects” and on the continuous violence against Indigenous Peoples in Latin America to two Guatemalan Indigenous Organizations.

July- October 2016. Community research briefings on REDD+ and Clean Energy Projects to two Guatemalan Indigenous organizations.

July 2014. Council of K'iché Peoples. Providing feedback on Strategic Gender Perspectives from Indigenous Feminist Approaches in Racialized Environments.

March 2010. Reviewed popular education booklet, “Racism and Other Forms of Discrimination and Their Impact on Diverse Women” with the Centre for Research on Latina Women, CIAM, San Cristobal de Las Casas, Mexico.

2009. Co-planned and wrote a project on Maya Tz'utujil Alternatives Social Communication on behalf of AJTV, a youth community organization from Guatemala.

2009. Advised community organization ADECCAP, on planning and designing a workshop for 33 Maya Tz'utujil women, Santiago Atitlan, Guatemala.

2008. Advised community committee Pro-Building a public school in Santiago Atitlan, Guatemala.

2006-2007. Worked with a team from community organization ADECCAP, on issues around community development from an anti-colonial approach. Reviewed English translation of an anthology of Testimonies from Survivors of San Hurricane, Santiago Atitlan, Guatemala.

### **Academic Responsibilities**

#### **Graduate courses**

Reproductive Rights in North America, Anti-Oppression Work, and Reproductive Justice.  
WGST 5911A. (Winter 2016)

Critical Genealogies on Planned Parenthood Federations in Canada and the United States.  
WGST 5910. (Winter 2016)

A Decolonial Feminist Analysis of Race and Racism in Europe: A Case of Roma People in Eastern Europe.  
WGST 5901/5911A (Fall 2014)

Challenges to Muslim Women in Western Societies. A Decolonial Feminist Critique of Women's Rights as Human Rights  
WGST 5901/5911 A (Fall 2014)

Intersectional Decolonial Approaches to Violence Against Indigenous Women.  
PADM 5291 (School of Public Policy and Administration) (Summer 2014)

Gender, Citizenship, and Social Justice in a Transnational World  
WGST 5901A (Winter 2014)

Public Policy and International Affairs. Decolonizing the Social Sciences. Approaches to Critical Knowledge and research.  
INAF 5901 (January-April 2009)

#### **Undergraduate courses taught**

##### **Carleton University**

##### **Institute of Interdisciplinary Studies, IIS/Human Rights and Social Justice**

- ❖ HUMR 3503. Global Environmental Justice (Fall 2019)
- ❖ HUMR 4401. Gender, Citizenship, and Social Justice in a Transnational World (Fall 2019)
- ❖ Global Environmental Justice, HUMR 3503/Fall 2018
- ❖ Gender, Citizenship, and Social Justice in a Transnational World, HUMR 4401/Fall 2018
- ❖ Social, Economic and Cultural Rights, HUMR 3501/Winter 2019
- ❖ Global Indigenous Knowledges and Movements, HUMR 4502/Winter 2019
  
- ❖ Social, Economic, and Cultural Rights, Early Summer 2015
- ❖ Human rights, issues, and investigations FYSM 1104 F/W 2006-07;2007-08; 2008-09



- ❖ Power relations HUMR 2202 /Winter 2010
- ❖ Social, Economic and Cultural Rights /Fall 2009; Winter 2010; Winter 2011; Fall 2012, Fall 2013, Fall 2014; Fall 2016; Fall 2017
- ❖ Global Environmental Justice HUMR 3503/Fall 2013; Winter 2014; Winter 2015; Winter 2017; Winter 2018
- ❖ Gender, Citizenship, and Social Justice in a Transnational World HUMR 4203 /Fall 2013; Winter 2015; Fall 2016; Fall 2017
- ❖ Global Indigenous Knowledges and Movements HUMR 4502/Fall 2014; Winter 2017; Winter 2018

### **Pauline Jewett Institute of Women's and Gender Studies, PJIWGS**

- ❖ Gender, Citizenship, and Social Justice in a Transnational World WGST 4812/Winter 2014
- ❖ Gender, Human Rights and Social Justice in a Transnational World/ WGST 4901/WOMN 4901-A/Winter 2007; Fall 2008; Fall 2009; Winter 2011
- ❖ Feminist Research in Our Contemporary World WGST/WOMN 3810/3810A/ Winter 2008; Winter 2009; Winter 2010
- ❖ Gender and Diversity WOMN 2800/Gender, Diversity and Social Inequality/Critical Intersections of Race, Gender and Class/ Fall 2006; Fall 2007; Fall 2009

### **Graduate Supervision**

Dissertation mentorship and external examiner for a project analyzing the disruptions caused by the violence of the Guatemalan internal conflict and on the Maya-Poqomchi relationship with their sacred landscape. Global Studies, Prescott College, USA. January 2020-  
Comprehensive examination. Comprehensive examination "Location-telling, identity co-production, and anti-colonial feminism: Turtle Island and Palestine. Sociology. September 2019.

Master Thesis: Sexual Violence in International Development: Policy Analysis from Decolonial and Indigenous Feminist Perspectives. School of Public Policy and Administration, Carleton University. Supervisor. Defended April 2017 with distinction and nominated for a Senate medal.

Master Research Project: Dispensable and Polluted Bodies: Race and Racism against Roma People in Europe. Women's and Gender Studies, Carleton University. Supervisor. Completed in April 2015.

MA: Black Women's Lived Experiences and the Movement against Sexual Violence in Ontario. Women's and Gender Studies, Carleton University. Supervisor. Completed in April 2016.

Comprehensive Doctoral Committee: Decolonizing Feminist Oral History: Turtle Island and Palestine. Sociology, Carleton University. Member. Completed, October 2016.

Comprehensive Doctoral Committee: Identity Co-production, Anti-colonial Solidarity and Resistance: Turtle Island and Palestine, 2017-2018.

### **Undergraduate Independent Research Projects**

#### **Institute of Interdisciplinary Studies/Human Rights and Social Justice**

Unmasking the Canadian Nation State Project: Situating the Racialized and Gendered Contours of Islamophobia experienced by Muslim Women, HRE, PAPM 4908. (Supervisor). Completed in 2019.

Wade in the Water: The (in)Separability of Caribbean Bodies from the Natural World, II (Summer 2018). (Supervisor)

The Role of the Olive. Palestinian Relationships to Land as Resistance to Coloniality HUMR 4908 (Fall 2017)

Lukku-Cari: The (in)-separability of Caribbean Bodies from the Natural World HUMR 4908 (Fall 2017)

Colonial History and the State in Canada as background for Murdering and Disappearing Indigenous Women.  
HUMR 4908A (Fall 2015)

Murdered and Disappeared Indigenous Women.  
HUMR 4908B (Winter 2016)

Decolonial Approaches to the Canadian Arctic and the Environment.  
HUMR 4908 (Winter 2014)

Critical Approaches to Development: The Case of Kenya  
HUMR 4908 (Summer 2013)

#### **Women's Studies**

Critical Feminist Research: Representations of Racialized Women and Crime. Decolonial and Anti-Racist Dimensions.  
WOMN 4900A (April-June 2009).

Critical Feminist Research: Representations of Racialized Women and Crime. Data Analysis.  
WOMN 4900B (June-August 2009)

### **McMaster University**

- Introduction to Women's and Gender Studies Worldwide  
September-December 2005; January-April 2006
- Feminist Methodology  
September- December 2005
- Women and Culture in Canadian Society  
January-April 2006

### **Undergraduate Honours and Thesis Supervision**

Ben Powless, "Indigenous Movements and the Challenge to Dominant Climate Change Discourses, Institutions, and Politics." Honours Thesis, DIS, Institute of Interdisciplinary Studies, August 2010. (Completed)

Donald Northrup, "Coffee, Women, and the World: An Articulation of Perú's Café Femenino Cooperative as Critical Resistance to Capitalism." Honours research paper, May 2010. (Completed)

Muna Ahmed, "Refugee Girls and their Education in Refugee Camps." Honours Thesis, Child Studies, Institute of Interdisciplinary Studies, June 2009. (Completed)

### **Undergraduate and Graduate Examinations**

Dustin Schultz. "Ontario's Far North Act (2010), Land Use Plans, and the Reproduction of Settler-Colonial Relationships in Northern Ontario," Master Research Paper, School of Canadian Studies, Carleton University, September 2015 (external examiner).

Ashley Bickerton, "Feminism and the Liberal Just War Doctrine," Master Thesis, Women's and Gender Studies, University of Ottawa, 2008 (external examiner).

Rosalind McCanny, "Popular Theatre for Social Change: Adapting the Techniques of Augusto Boa and Paulo Freire to a Canadian Context," Honours research paper, DIS, Institute of Interdisciplinary Studies, 2010. (second reader).

Rosemary Oslund, "Women's Rights in Afghanistan," Honours research paper, Public Affairs, 2008. (second reader).

Sophie Tamas, "Violence Against Women," Canadian Studies, Doctoral Women's Studies Comprehensive examiner, 2007.

Oren Howlett, "Coloniality and Queer Communities," Doctoral Women's Studies Comprehensive committee member, 2007.

## **Administrative Responsibilities**

### **Departmental**

#### **Human Rights and Social Justice, IIS.**

- Member of the Human Rights and Social Justice Hiring Committee, 2018.
- Member of IIS promotion committee, 2016.
- Member of the Human Rights Cyclical Review Committee and main responsible for the Academic Learning Outcomes Section (2014-2015).
- Member of the Adjudication Committee of the Carlise Hanson Human Rights Award, 2015
- Coordinator of the Human Rights Program, 2013-2014
- Coordinator of the Carlise Hanson Human Rights Student Award, 2014
- Member of the Adjudication Committee of the Carlise Hanson Human Rights Award, 2014
- Organizer of the Human Rights Speaker Series, 2014
- Member, Human Rights Committee of Management (2006- )
- Member, Human Rights Area Steering Committee (2006- ) (Proposed new courses, their descriptions, and thematic areas as part of the human rights program development).
- Member, Institute of Interdisciplinary Studies Committee (2006 - )
- Organizer, Human Rights Speakers' Series (2008- 2009), and a Public Lecture (2010)
- Member, IIS Student Awards Committee (2008-2010)
- Member, IIS OGS Adjudicating Committee (2008-2009)
- Member, IIS Contract Instructors Hiring Committee (2009)
- Member, IIS Director Search Committee (2007-2008)

#### **Pauline Jewett Institute of Women's and Gender Studies, PJIWGS**

- Member, PJIWS Steering Committee (2006-2013 )
- Member, PJIWS Stand Alone BA Committee (2008-2009)
- Member, PJIWS MA Committee (2007-2010)
- Co-organizer, PJIWS Women's Creative Series (2008-2009)
- Member, PJIWS Self-Appraisal Report Committee (2008)
- Member, PJIWS Tenure Committee (2009)
- Co-organizer, PJIWS Special Lectures (2006-2007)

#### **Faculty**

- IIS Representative, FASS Promotion Committee (2015)
- IIS Representative, FASS Promotion Committee (2009)
- CUASA representative to CAUT-Forum for Aboriginal Academic Staff. November 13-15, 2009, Saskatoon.

Evelyn Namakula Birabwa Mayanja  
Institute of Interdisciplinary Studies  
1315 Dunton Tower  
Carleton University  
1125 Colonel By Drive  
Ottawa, ON, K1S 5B6  
Canada  
E-mail: evelynmayanja@carleton.ca

## **EDUCATION**

---

- 2018 Ph.D, Peace and Conflict Studies, University of Manitoba
- 2005 M.A. Applied Linguistics, Griffith University, Australia
- 1998 B.A. Science in Education, St. Mary's University of Minnesota
- 2003 Diploma in Theology, Canon law, and Ethics, Gregorian University
- 1998 Diploma Teacher Education and Science in Education, St. Mary's University of Minnesota.

## **Certificates:**

- 2020 Introduction to the UN System: Orientation for Serving on a UN Field Mission; Disarmament, Demobilization and Reintegration; Peacekeeping and International Conflict Resolution; Principles and Guidelines for UN peacekeeping Operations; and UN Security Resolution on the Women, Peace and Security Agenda in Africa.  
The Peace Operations Training Institute, Virginia
- 2018 International Mediation and Conflict Analysis  
International Centre for Ethno-Religious Mediation, New York.
- 2018 International Humanitarian Law, International Law in Action, Investigating and Analyzing International Crimes  
University of Leiden, Netherlands
- 2014 Certification in Higher Education Teaching (CHET)  
University of Manitoba, Canada

## **Professional Training:**

- 2021 Teaching peace and justice in the 21<sup>st</sup> Century, Summer Institute for Faculty  
Kroc Institute for International Peace Studies, University of Notre Dame's
- 2014 Teaching peace and justice in the 21<sup>st</sup> Century, Summer Institute for Faculty  
Kroc Institute for International Peace Studies, University of Notre Dame's
- 2009 Leadership for Peace and Reconciliation

Duke University Divinity School, North Carolina, USA

1998 Training educators, teaching ethics, religion and peace  
Trauma Counselling and Marriage and family counselling  
Tangaza University College, Nairobi, Kenya

## **EMPLOYMENT**

---

### **ACADEMIC**

2020-2021 **Post-Doctoral Fellow, International Studies Association**  
Queens University, Department of Political Science

2019 - **Lecturer or Adjunct Prof. Joint MA program**  
University of Winnipeg & University of Manitoba  
Courses taught: Peacebuilding and Social Justice, Peacebuilding and the Ecology (MA level)

2018- **Lecturer /Adjunct Prof.** Department of Culture, Religion  
University of Winnipeg  
Courses taught: Models of Transitional Justice, Multiculturalism and Multifaith in Canada, and African Traditional Religions (BA level)

2012- 2017 **Graduate student Researcher**, Department of Criminal Justice with Dr. Kevin Walby  
University of Winnipeg

2014-2015 **Graduate Student Research**  
Peace and Justice  
Student researcher on UN peacekeeping and peacebuilding with Dr. Sean Byrne

2007-2011 **Lecturer**  
Uganda Martyrs University  
Courses taught: African philosophy, Social justice, Pan-Africanism, Human Rights, philosophy of education, education psychology, developmental Psychology and Counselling (BA level)

2005-2007 **Lecturer**  
The Catholic University of Eastern- Spiritan Institute of Philosophy, Arusha, Tanzania  
Courses taught: African Philosophy, African Indigenous Knowledge systems, African Traditional Religions, Applied Ethics and Introduction to Linguistics (BA level)

2004-2005 **Teaching Assistant, Grader, and Marker**,  
Griffith University, Brisbane, Australia

Departments of Linguistics and Education

2000- 2002    **Teacher and Student Counsellor**  
Loyola Jesuit High School, Dar es Salaam, Tanzania

**NON ACADEMIC**

2014-2015    **Volunteer trainer and counsellor of women – sexual violence survivors & former child soldiers**

Justice and Peace Commissions in Eastern DR Congo

2007- 2011    **Co-founder and assistant director**

John Paul II Justice and Peace Center, Uganda

- In charge of research, advocacy and training of law makers; political, religious and cultural leaders; police officers and teachers

- Education consultant for the Uganda Ministry of education.

- Collaborator with the Uganda Ministry of Disaster Preparedness for refugees

2004-2005    **Coordinator of African Refugee programs.**

Caritas International, Brisbane, Australia

2001-2003    Assistant Coordinator of African Refugee /immigrants' programs

Caritas International, Rome, Italy

1998- 2000    Education consultant and Executive Education Secretary

Tanzania Ministry of Education and Mwanza Catholic Archdiocese, Tanzania

1996 (January- July) **Intern**

Women and girls' education programs

Jesuit schools, Bombay, India

1994-1995    **Intern**

Jesuit Refugee Service in the Great Lakes, Tanzania

**PUBLICATIONS**

---

**Books**

*Responsible Citizenship: Handbook for Civic Education.* Kampala: Marianum Press (with Francis Bissaso), 2010.

*The Relevance of the African Synod to Uganda.* Kampala: Marianum Press (with Lazaro Bustince), 2008

## Book Chapters

- 2021 “The Quest for African Indigenous Qualitative Inquiry: A Pathways to Methodological Innovation.” In *Pathways to Alternative Epistemologies in Africa*, edited by Adeshina Afolayan, Olajumoke Yacob-Haliso and Samuel Ojo Oloruntoba, New York: Palgrave Macmillan, 2021, 35-60.
- “Natural Resource Governance in Africa.” In Nukhet, S. *Oxford Research Encyclopedia of International Studies (OREIS)*. Oxford: Oxford University Press. (forthcoming) with Grant, Andrew J.
- “Peace and Security in Africa.” In *African Theology, Philosophy and Religion: Celebrating John Samuel Mbiti’s Contribution*, edited by Chammah J. Kaunda & Julius M. Gathogo, Lanham, MA:Lexington (Forthcoming)
- “COVID-19, Peace and Security in Africa”. In *COVID-19 in Africa*, edited by Toussaint Kafarhire M. and Odomaro Mubangizi. New York: Orbis Books (Forthcoming).
- 2020 “Theology and Peacemaking in Africa.” In Bongmba Elias, Ed. *The Routledge Handbook of African Theology*, New York: Routledge. 2020, 381-398.
- “Biblical and dogmatic theology on Personhood: Application to Africa’s milieu.” In Bongmba Elias, Ed. *The Routledge Handbook of African Theology*, New York: Routledge. 2020, 462-499.
- 2019 “Hear My Tears: Narratives of War and Resilience by the Women and Children of Congo”. In Reimer Laura E., Katerina Standish, and Charles Thiessen, Eds. *Expanding Modes of Enquiry: Research from the Mauro Institute*. New York: Lexington. 2019, 97-111.
- 2018 “Revolution and Women’s Liberation go Together’ Thomas Sankara and the Burkina Faso Experience.” *A certain amount of madness: The life politics and legacies of Thomas Sankara*, Edited by Amber Murrey. London: Pluto Press. 2018, 209-221
- 2016 “AIDS, National Security and Political Leadership in Sub-Saharan Africa.” *HIV and AIDS in Africa: Christian Reflection, Public Health, Social Transformation*, edited by Azetsop, Jacqueline, New York: Orbis Books, 2016, 339-351
- “South Sudan: Exploring African–Centred Hybrid Forms of Sustainable Peacebuilding and Security.” *African–Centered Solutions: Building Peace and Security in Africa*, edited by



Okello Sunday. & Gebremichael MariamAddis Ababa: Institute for Peace and Security Studies. 2016, 75-102.

- 2015 “Democratic Political Leadership and Governance: Envisioning a post 2015 Development Agenda in Africa, Uganda as a Case Study”. *Millennium Development Goals (MDGs) in Retrospect: Africa’s Development Beyond 2015*, edited by Andrews, Nathan, Khalema N.E., and Assie-Lumumba N. New York: Springer. 2015, 299-246.

### **Refereed Journal Articles**

- 2021 “Women Empowerment, Political Participation and Leadership in Yoweri Museveni’s Uganda”. *Journal of African Affairs* (Forthcoming)
- 2019 “Linking Structural Violence, Conflicts and Ecological Damages”. *Journal of Living Together*, no. 6-7 (1).
- 2013 “Strengthening Ethical Political Leadership for Sustainable Peace and Social Justice in Africa: Uganda as a Case Study.” *African Journal on Conflict Resolution* 13:2: 113-146.

### **Other Refereed Online Contributions (Selected)**

- 2021 “Creating healthy communities is our biggest challenge”. *Winnipeg Free Press*. (January) <https://www.winnipegfreepress.com/special/coronavirus/creating-healthy-communities-is-our-biggest-challenge-573523392.html>
- 2019 “Burundi’s Enduring Legacy of Ethnic Violence and Political Conflict”. *Rosa Luxemburg Stiftung*. (February). [www.rosalux.de/en/publication/id/39987/burundis-enduring-legacy-of-ethnic-violence-and-political-conflict/](http://www.rosalux.de/en/publication/id/39987/burundis-enduring-legacy-of-ethnic-violence-and-political-conflict/)
- 2017 “DRC: An Open Letter to the UN Secretary General and the Prime Minister of Canada.” *Pambazuka*, Issue 809. [www.pambazuka.org/human-security/drc-open-letter-un-secretary-general-and-prime-minister-canada](http://www.pambazuka.org/human-security/drc-open-letter-un-secretary-general-and-prime-minister-canada)
- 2015 “The quest for peace leadership: Remembering Archbishop Munzihirwa.” *Pambazuka*, Issue 749. [www.pambazuka.net/en/category.php/features/95934/print](http://www.pambazuka.net/en/category.php/features/95934/print)
- “Presidents in designer suits, citizens in rags Burundi, a mirror of the leadership crisis and legacies of war in the African Great Lakes.” *Pambazuka*, Issue 727. <http://new.pambazuka.org/?q=en/article/presidents-designer-suits-citizens-rags>
- 2014 “Rape of bodies, rape of resources, rape of a nation: the last best chance for sustainable peace in the Democratic Republic of Congo (DRC).” *Pambazuka*, Issue 691. [www.pambazuka.net/en/category.php/comment/92824](http://www.pambazuka.net/en/category.php/comment/92824)

“Preventing the oil and gas resource curse in East Africa.” *Pambazuka*, Issue 697, 2014.  
<https://www.pambazuka.org/land-environment/preventing-oil-and-gas-resource-curse-east-africa>.

## **Book Reviews**

- 2016 Sarah Van Beurden, *Authentically African: Arts and the Transnational Politics of Congolese Culture*. In *African Studies Quarterly* 16, no.3-4, 224-225.
- 2014 Matthew Levinger, *Conflict Analysis: Understanding Causes, Unlocking Solutions*. In *International Journal on World Peace*, 31, no.3: 71.
- 2013 Jurgen Brauer & Paul Dunne, *Peace Economics: A Macroeconomic Primer for Violence-Afflicted States*. In *International Journal on World Peace*. No. 3: 83.
- Korppen Daniela, Nnobot Poper & Giessman. Hans (eds.), *The Non-Linearity of Peace Processes: Theory and Practice of Systematic Conflict Transformation*. In *International Journal on World Peace*, 30, no.3: 83-86.

## **Manuscript Reviews, Research formatting and Copy Editing**

- 2019 Reviewer for the *Journal of Religion and Politics*
- 2015 Walby Kevin, and Munn Melissa (eds.). *Journal of Prisoners on Prisons* Volume 24:2.
- 2015 Walby, Kevin and Lippert (eds). *Municipal Corporate Security in International Context*. New York: Routledge.
- 2014 Walby, Kevin and Lippert, Randy (eds). *Crime prevention and Security Management: Corporate Security in the 21st Century, Theory and Practice in International Perspective*. New York: Palgrave Macmillan.
- Osabuohien, Evans (ed). *Handbook of Research on In-Country Determinants and Implications of Foreign Land Acquisitions*. Hershey, PA: IGI Global.

## **MEDIA INTERVIEWS**

- \*A *Correction Team* (August 14, 2019) Burundi: A pathway to reconstruction. [www.acorrectionpodcast.com/phonyeconomy](http://www.acorrectionpodcast.com/phonyeconomy) Interviewer, Lev Moscow.
- \**Winnipeg Free Press* (December 15, 2017) Congo killings highlight need for change: Canada is the country to overhaul peacekeeping missions [www.winnipegfreepress.com/local/congo-killings-highlight-need-for-change-464507813.html](http://www.winnipegfreepress.com/local/congo-killings-highlight-need-for-change-464507813.html) Interviewer, Carol Sanders.

\**CBC News* (March 18, 2017) Trump order on conflict minerals would send warlords carte blanche signal, say critics. [www.cbc.ca/news/world/trump-conflict-minerals-congo-1.4025968](http://www.cbc.ca/news/world/trump-conflict-minerals-congo-1.4025968)  
Interviewer, Joan Leishman.

\**Winnipeg Free Press* (April 19, 2014) City activist decries mineral-linked genocide. [www.winnipegfreepress.com/local/city-activist-decries-mineral-linked-genocide-255853211.html](http://www.winnipegfreepress.com/local/city-activist-decries-mineral-linked-genocide-255853211.html) Interviewer, Carol Sanders.

## **GRANTS, FELLOWSHIPS AND AWARDS**

- |      |   |
|------|---|
| 2020 | International Studies Association (ISA) - James N. Rosenau Postdoctoral Fellowship                                      |
| 2019 | Distinguished Dissertation Award<br>University of Manitoba (Canada)   |
| 2018 | Postdoctoral Fellowship for African Scholars (Declined)<br>Santa Clara University (USA)                                 |
| 2018 | Conference Travel Award<br>University of Manitoba (Canada)  |
| 2016 | Doctoral Thesis Research Award<br>International Peace Research Association Foundation (USA)                             |
| 2014 | Community Leadership Award<br>St. Paul's College, University of Manitoba of Manitoba (Canada)                           |
|      | Conference Travel Award<br>University of Manitoba (Canada)  |
|      | The Karl and Carmel Riese Scholarship<br>Arthur V. Mauro Centre for Peace and Justice, University of Manitoba (Canada)  |
| 2013 | Conference Travel Award<br>University of Manitoba (Canada)  |
|      | International Peace Scholarship<br>The Philanthropic Educational Organization (USA)                                     |
|      | The Karl and Carmel Riese Scholarship<br>Arthur V. Mauro, Centre for Peace and Justice, University of Manitoba (Canada) |
| 2012 | The Jeanne Perreault and Marcel Lemaire Bursary<br>University of Manitoba (Canada)                                      |

The VJ Swain Foundation  
The VJ Swain Investment (Canada)

- 2011 Ph.D. Peace and Justice Entrance Scholarship  
Mauro Centre for Peace and Justice, University of Manitoba
- 2010 Catalyst Leadership in Africa's Great Lakes Region  
Duke University (USA)

## **ACADEMIC CONFERENCES**

---

- 2021 "Rethinking United Nations Peacekeeping Responses to Africa's Resource Wars: Integrating African Indigenous Knowledge Systems." *Globalization, Regionalism and Nationalism: Contending Forces in World Politics*. International Studies Association Convention. (April 6-9 Virtual Platform).
- COVID-19's Impact on U.N. Peacekeeping Operation in Africa's Mineral-Based Wars: African Indigenous Knowledge Systems as an Alternative. *Peace and Conflict Studies Journal Conference*. (10 February, Virtual Platform) Nova Southeastern University, Florida.
- 2019 "Beyond numbers: Women leadership and Political participation in Uganda." *First International Conference for Research on African Challenges*. (4-5 December) The American University of Cairo (AUC)
- "Beneath Peacekeeping in Africa's natural resource nations: DR Congo." *Local Alignments, Global upheavals: Re imagining peace, Legitimacy, Jurisdiction and Authority*. Annual Conference of the Peace and Justice Studies Association & Peace and Conflict Studies-Canadian Association. (October 4-6) Canadian Mennonite University and Meno Simons College, Winnipeg.
- 2018 "Minerals, mining companies and environmental degradation in Africa: A case study of DR Congo." *Transformation in African environment*. (May 3-6) Queen's University, Ontario.
- "Reflections on Africanizing qualitative research." *Rising up graduate student's conference on Indigenous knowledge and research in Indigenous studies*. (March 9-10) University of Manitoba.
- "The quest for Africanizing qualitative inquiry: A pathway to methodological innovation." *The Toyin Falola @65 Conference*, (January 29- 31) University of Ibadan.
- 2017 "Minerals, mining companies and environmental degradation in Africa: A case study of Congo- Kinsasha." *Peace without borders*, (October 27-28), University of Manitoba.

- 2016 “Peace leadership in the fields of blood: Msgr. Munzihirwa’s social political leadership in DR. Congo wars.” *International conference on Peace Leadership. (October 21-22)*, University of Manitoba.
- “No durable peace without global ethics: Corporations and mineral exploitation in Africa, the case of DR Congo.” *Living Human Rights: Theory and Practice in Peace and Conflict Studies*. (March 15). University of Manitoba.
- 2015 “Women, Indigenous Knowledge systems and Environmental Ethics: Implications on Peacebuilding and sustainable livelihood in Africa’s Great Lakes Region.” *International Conference on Indigenous Knowledge systems and Environmental Ethics: Implications for peacebuilding and sustainable development*. (April 28- 30) University of Kwazulu-Natal, Durban, South Africa.
- “South Sudan: Exploring African-centred hybrid forms of sustainable peacebuilding and security.” *African-centred Solutions in Peace and Security (AfSol)*. (March 2015). The Institute for Peace and Security Studies (IPSS) of Addis Ababa University, Addis Ababa.
- 2014 “Democratic political leadership and governance: Envisioning a post 2015 development Agenda in Africa, Uganda as a case study.” *Millennium Development Goals (MDGs) in Retrospect: Africa’s Development Beyond 2015*. (January). University of Alberta.
- 2012 “Integrative Peace Education: Towards the Building of a Humane Civilization.” *The 5th International Congress on Conflictology and Peace*. (October 8-12), Open University for Peace, Catalonia- Spain.

## **INVITED SPEAKER**

---

- 2018 “Rethinking Peacekeeping in Africa in the 21<sup>st</sup> Century, the case of Congo-Kinshasa and the role that Canada could play.” *Building and Keeping the Peace: An Interdisciplinary Dialogue*. (March). Canadian International Council, University of Manitoba.
- 2017 “Looting Africa is a violation of continental economic rights: Multinational Corporations in DR Congo.” *Human Rights: Spark a Change Dinner*. May 11, 2017. St. Mary’s Academy, Winnipeg.
- 2010 “Rethinking Education in the 21<sup>st</sup> Century.” *Conference for education in Eastern Africa*. (June 18-20), Uganda Ministry of Education.
- “For such a time as this in the Great lakes Region: The role of Religion in Peacebuilding and development. *International conference on Religion, Peace and Development*. (October). Uganda Christian University.

## **Conference attendance**

International Mining Justice May 5-7, 2017 (Organized by the United Church, Canada).

Great Lakes Leaders Initiative for peace in the Great Lakes region of Africa. January 12-17, 2015- 2018 (Organized annually by Duke University since 2007).

Pax Romana – International Movement of Catholic Students, March 13-15, 2012. United Nations, New York, USA.

Living out reconciliation and forgiveness. Summer institute. June 7-12, 2009. Duke University Divinity School, Durham, USA.

Commonwealth Heads of State Meeting (CHOGM) November 23-25, 2007. Kampala, Uganda.

## **Membership in Professional Organizations / Bodies**

- 2019- The Peace and Justice Studies Association (PJSA)& Peace and Conflict Studies- Canadian Association (PACS-CAN)
  - American Academy of Religion (AAR)
- 2018- International mediator with the International Centre for Ethno-Religious Mediation
- 2018 - Alumni association, University of Manitoba.
- 2018- African Feminist Initiative
- 2017- Canadian Association of African Studies
- 2015- United for Mining Justice, Canada
- 2013- American Education Research Association
- 2012- International Studies Association (ISA)
- 2012 - Peace and Justice Student Association, University of Manitoba
- 2007- Inter-religious Council of Uganda- Woman Representative
- 2007- Inter-religious Dialogue
- 2007 - Great Lakes Leaders Initiative (with Duke Divinity School)

## **EXPERT WITNESS**

- 2011 Political Election Monitor: Ugandan general political elections, Kampala-Uganda.
- 2006 Political Election Monitor: Uganda general Political election, Kampala-Uganda.
- 2004-2007 The International Criminal Tribunal for Rwanda, Arusha-Tanzania

## **EVENT ADMINISTRATION**

- 2007 - 2011 Organizer and facilitator Bi-monthly civic education workshops for Police officers, Parliamentarians, Religious and Cultural leaders throughout Uganda.

- 2007 Member of Organizing education committee (Uganda Ministry of Education)  
The Common Wealth Heads of Government Meeting (CHOGM)
- 2006 - Co- organizer for the Great Lakes Leaders Initiative (GLRI) annual conference,  
Conference <https://divinity.duke.edu/events/greatlakes>

### **Co-Founder and Leader in Selected Organizations**

- 2018- *NAMULISHA* for educating and providing sowing machines to former child soldier & women sexual violence survivors in the Democratic Republic of Congo
- 2014- Great Lakes Open University (GLOU, Cofounding board member)
- 2016- Great Lakes Journal of Strategic African Studies (Co-founder and co-editor)
- 2007- John Paul II Justice and Peace Centre

### **COMMUNITY AND VOLUNTEERING ACTIVITIES**

- 2012- 2019 Story Telling Festival  
Mauro Centre, Institute for Peace and Justice
- TED'S Run for Literacy  
The VJ Swain Investment
- 2006 – 2011 Counsellor and humanitarian officer for HIV/AIDS patients and refugees in the slums of Kampala, Uganda Ministry of Rural and urban development
- 1995- 2000 Trauma counsellor, mediator and humanitarian officer to Rwandan survivors of the 1994 genocide in Uganda and Tanzania, Jesuit refugee Services.
- 2007-2011 Trauma counsellor for Sudan's refugees and internally displaced people in northern Uganda, John Paul II Justice & Peace Centre.
- 2000-2003 Counselling and Assistance to pilgrims in Rome & Lourdes (France), Unitatis.
- 2000-2003 Counselling and supplying food to immigrants, Caritas international, Rome.
- 2004- 2005 Teaching English as a second Language and counselling refugees.  
Caritas international, Brisbane, Australia.
- January – July 1999 Counselling and women education, Bombay slums (India).
- 1994- 1998 Family counselling and conflict mediation, Kibera Slums, Nairobi.

## **LANGUAGES**

**English:** Fluent; **Kiswahili and Luganda:** mother tongues; **Italian:** Intermediate Command, fluent in reading and comprehension; **French:** Intermediate Command; **Latin:** Reading and comprehensions; Other **Five Bantu** Languages spoken in Africa's Great lakes Region.



## CURRICULUM VITAE

MAY 2020

**NAME:** Paul Mkandawire

**Position:** **Associate Professor**, Human Rights and Social Justice, Carleton University  
**Co-Director**, Institute of Interdisciplinary Studies

**Start date:** July 2012-

## EDUCATION

**PhD Medical Geography**, Western

**MSc International Development** (with distinction), Imperial College London

**BA Economics**, University of Malawi

## EMPLOYMENT HISTORY

2015-todate Associate Professor, Carleton University  
2012- 2015 Assistant Professor, Carleton University  
2011- 2012 Postdoctoral Fellow, Indigenous Health and Wellbeing, UWO  
2011-2012 Project Coordinator, Indigenous Health & Wellbeing Initiative, UWO  
2010-2012 Sessional Lecturer Centre for Global Studies Huron College  
2010-2012 Sessional Lecturer Geography, University of Western Ontario  
2007-2009 Teaching Assistant Geography, University of Western Ontario  
2005-2007 Director, Synod of Livingstonia (SOL) Health Programs  
2001-2004 Deputy Director, World Relief /SOL Child Survival Project, Malawi  
1997-2000 Project Officer, Synod of Livingstonia, Malawi

## PROFESSIONAL HONOURS/AWARDS

Carleton University Research Achievement Award	2016
AAG Emerging Scholar Award	2016
FASS Junior Faculty Award	2013
The Edward G. Pleva Fellowship	2009
Canadian Association of Geographers	2009
International Development Research	2009
IDRC Doctoral Research Award	2008
Reserve Bank of Malawi Award	1996

## CONSULTANCY RESEARCH

Compiled peer-reviewed background paper on the role of regional integration in national and household food security in Sub-Sahara Africa for Africa Capacity Building (18,000 words), March 2014

International Health and Human Rights. Research report prepared for the Canadian Museum of Human Rights (Winnipeg) - 6000 words, March 2013

The Role of Urban Agriculture in Africa's Quest for Food Security. Report prepared for: The African Capacity Building Foundation (ACBF) Harare, Zimbabwe - 15,000 words, August 2011

Climate Change Perceptions and Adaptation Strategies among Smallholder Farmers in Malawi. Report prepared for International Development Research Center- 10,000 words, April 2011

Southern Africa AIDS Program Evaluation Report. Report prepared for the Norwegian Church AID - 30,000 words, Sept 2006

Faith-based Models for Improving Maternal and New-born Care; Report edited for Access to Clinical and Community, Maternal and Women's Health Services (ACCESS) - 6,000 words, May 2005

## PEER REVIEWED PUBLICATIONS

Mkandawire, P., Kangmennaang, J. Walker, C., Antabe, R., Killian, A., and Luginaa, I. Pregnancy intention and gestational age at first antenatal care visit in Lesotho. *African Journal of Midwifery and Women's Health* (accepted).

Kyeremeh, E., Arku, G., Mkandawire, P., Cleave, E., & Yusuf, I. (2019). What is success? Examining the concept of successful integration among African immigrants in Canada. *Journal of Ethnic and Migration Studies*, 1-19.

Kansanga, M. M., Mkandawire, P., Kuuire, V., & Luginaah, I. Agricultural mechanization, environmental degradation and gendered livelihood implications in northern Ghana. *Land Degradation & Development* (accepted)

Antabe, R., & Mkandawire, P. (2020). HIV/AIDS in Developing Countries. *International Encyclopedia of Human Geography*. 2<sup>nd</sup> Edition

Etowa, J., Hannan, J., Babatunde, S., Etowa, E. B., Mkandawire, P., & Phillips, J. C. (2020). HIV-Related Stigma Among Black Mothers in Two North American and One African Cities. *Journal of Racial and Ethnic Health Disparities*, 1-10.

Konkor, I., Antabe, R., Mkandawire, P. McIntosh, M.D., Lawson, E.S., Husbands, W., Wong, J., & Luginaah, I. (2020). Knowledge of sexual partner's HIV serostatus and the practice of safer sex among heterosexual men of African descent in London, Ontario. *Ethnicity & Health*, 1-13.

Mkandawire, P., MacPherson, K., Madut, K., Atari, O. D., Rishworth, A., & Luginaah, I. (2019). Men's perceptions of women's reproductive health in South Sudan. *Health & Place*, 58, <https://doi.org/10.1016/j.healthplace.2019.102157>

Mkandawire, P., Arku, G., Luginaah, I., & Etowa, J. (2019). Informal transit, socio-spatial exclusion, and changing geographies of HIV/AIDS in urban Malawi. *African Journal of AIDS Research*, 18(1), 81-88.

Mkandawire, P., Atari, O., Kangmennaang, J., Arku, G., Luginaah, I., & Etowa, J. (2019). Pregnancy intention and gestational age at first antenatal care (ANC) visit in Rwanda. *Midwifery*, 68, 30-38.

Kangmennaang, J., Mkandawire, P., & Luginaah, I. (2019). Determinants of risky sexual behaviours among adolescents in Central African Republic, Eswatini and Ghana: evidence from multi-indicator cluster surveys. *African Journal of AIDS Research*, 18(1), 38-50.

Anfaara, F. W., Atuoye, K. N., Mkandawire, P., & Luginaah, I. (2018). Factors associated with voluntary testing for HBV in the Upper West Region of Ghana. *Health & place*, 54, 85-91.

Sowatey, E., Nyantakyi-Frimpong, H., Mkandawire, P., Arku, G., Hussey, L., & Amasaba, A. (2018). Spaces of resilience, ingenuity, and entrepreneurship in informal work in Ghana. *International Planning Studies*, 1-13.

Mkandawire, P. (2018). Vulnerability of orphans to climate change in Malawi. *Geoforum* 90: 151-158

Brydges, C. & Mkandawire, P. (2018) Perceptions and experiences of inclusive education among parents of children with disabilities in Lagos, Nigeria. *Journal of Special Education* 1-15 [doi.org/10.1080/13603116.2018.1480669](https://doi.org/10.1080/13603116.2018.1480669)

Kangmennaang, J., Mkandawire, P., & Luginaah, I. (2017). Breast cancer screening among women in Namibia: explaining the effect of health insurance coverage and access to information on screening behaviours. *Global Health Promotion*, 1757975917727017

Thogarapalli, N., Mkandawire, P., Kangmennaang, J., Luginaah, I. and Arku, G. (2016). Gestational age at first antenatal visit in Namibia. *International journal of public health* 61 (9): 1089-1097.

Sano, Y., Antabe, R., Atuoye, K., Hussey, L., Bayne, J. Galaa, S., Mkandawire, P. and Luginaah, I. (2016). Persistent misconceptions about HIV transmission among males and females in Malawi." *BMC international health and human rights* 16(1): 16-25.

Mkandawire, P. (2016). Assessing factors associated with HIV testing among youth in Northern Malawi. *Global Public Health* 12(7) 927-940

Rishworth, A. Dixon, J., Luginaah, I., Mkandawire, P. & Prince, C. (2016) "I was on the way to the hospital but delivered in the bush": Maternal health in Ghana's Upper West Region in the context of a traditional birth attendant ban. *Social Science and Medicine* 148: 8-17

Kanmennaang, J., Mkandawire, P., & Luginaah, I. (2016). What prevents men aged 40-64 years from prostate cancer screening in Namibia? *Journal of Cancer Epidemiology* 79:1-9

Mkandawire, P. Arku, G. & Atari, O. (2015). "My house is now a hospital": Housing, health and wellbeing and people living with HIV/AIDS in Northern Malawi. *Journal of Healthcare for the Poor and Underserved* 26: 4, 1246-1264

Kuure, V. Z., Mkandawire, P., Luginaah, I. & Arku, G. (2015) Abandoning land in search of farms: challenges of subsistence migrant farming in Ghana. *Agriculture and Human Values*,1-14.

Kanmennaang, J., Mkandawire, P. & Luginaah, I. (2015). Circumcision status and time to sexual debut among youth in Sub-Saharan Africa: Evidence from six Demographic and Health Surveys. *AIDS and Behaviour* 1-15

Brydges, C. & Mkandawire, P. Learning Together: Perceptions and Concerns toward Inclusive Education in Lagos, Nigeria. *International Journal of Inclusive Education* (accepted 2 September 2015)

Mkandawire, P. (2015). Gestational age at first antenatal care in Malawi. *Maternal and Child Health Journal* 19(11), 2366-2374

Dixon, J., Luginaah, I. & Mkandawire, P. (2015). The National Health Insurance Scheme in Ghana's Upper West Region: A Gendered Perspective of Insurance Acquisition in a Resource-Poor Setting. *Social Science and Medicine* 122, 103-112

Thogarapalli, N. Mkandawire, P., & Luginaah, I. (2015). Investigating the association between pregnancy intention and insecticide-treated bed net (ITN) use: a cross-sectional study of pregnant women in Rwanda. *Journal of Public Health* 23(4)241-248

Kanmennaang, J., Thogarapalli, N., Mkandawire, P., & Luginaah, I. (2015). Investigating the disparities in cervical cancer screening among Namibian women. *Gynecologic Oncology*, 138(2), 411-416.

Mambulu, F., Mkandawire, P. Luginaah, I. & Dixon, J. (2015) Silence of the Leaders: Alcohol Policymaking in Malawi. *African Geographic Review* (accepted 10 March 2015) ahead-of-print: 1-18

Mkandawire, P., Dixon, J., Luginaah, I., Armah, F. & Arku, G. (2014) 'At-risk by fact of birth: Perceptions and concerns around medical male circumcision for HIV prevention in Malawi. *Health, Risk and Society* 16(4):295-307

Baiden, P. Wendy, D., Arku, G. & Mkandawire, P. (2014). The role of sense of community belonging on unmet health care needs in Ontario, Canada: Findings from the 2012 Canadian Community Health Survey. *Journal of Public Health* 42(5):467-478

Atari, D.O. & Mkandawire, P. (2014). Spatial variation of management of diarrhea in under-fives in Malawi. *Health and Place* 29:84-94

Dixon, J., Luginaah, I. N., & Mkandawire, P. (2014). Gendered Inequalities within Ghana's National Health Insurance Scheme: Are Poor Women Being Penalized with a Late Renewal Policy? *Journal of health care for the poor and underserved*, 25(3):1005-1020.

Mason, S., Mkandawire, P., Dixon, J. & Luginaah, I. (2015) Management challenges of urban biosolids: Narratives around facility siting in rural Ontario. *Journal of Environmental Planning and Management* 58:8, 1363-1383

Mkandawire, P., Luginaah, I., Dixon, J., Arku, G. & Armah, F. (2013). Circumcision status and time to first sexual intercourse in Malawi. *AIDS Behav* 17(6): 2123-2135

Taabazuing, M., Arku, G., & Mkandawire, P. (2013). Economic development in a changing global economy: what do practitioners think? *Urban Research and Practice* 8.2 (2015): 145-164

Mkandawire, P., Richmond, C., Luginaah, I. Dixon, J. & Tobias, J. (2013). Hepatitis B in Ghana's Upper West Region: A Hidden Disease In Need of National Policy Attention. *Health and Place* 23:89-96.

Mkandawire, P., Luginaah, I. & Baxter, J. (2013). Growing up an orphan: vulnerability of adolescent girls to HIV infection in Malawi. *Transactions of the Institute of British Geographers* 39.1 (2014): 128-139.

Kuure, V., Mkandawire, P. Arku, G. & Luginaah, I. (2013). Abandoning farms in search of food: Food remittance and household food security in Ghana. *African Geographical Review* 32 (2): 125-139

Mkandawire, P., Tenkorang, E. & Luginaah, I. (2013). Orphanhood and time to first sex among adolescents in Malawi. *AIDS Behav* 17:939-50

Bezner-Kerr, R. & Mkandawire, P. (2012). Imaginative geographies of gender and HIV/AIDS in Malawi: Moving beyond Neo-liberalism. *GeoJournal* 77:459-73

Arku, G., Luginaah, I. & Mkandawire, P. (2012). "You Either Pay More Advance Rent or You Move": Landlord and Tenants Dilemmas in Low-income Housing Market in Accra, Ghana. *Urban Studies* 49(14):3177-93

Armah, F., Luginaah, I. & Mkandawire, P. (2012). Non-occupational health risk assessment from exposure to chemical contaminants in the gold mining environment of Tarkwa, Ghana. *Trends in Applied Sciences Research* 7:181-95

Armah, F., Luginaah, I. & Mkandawire, P. (2012). Ecological health status of the Fosu Lagoon, Southern Ghana II: Environmental and Health Risk Assessment. *Ecosystem and Ecography* 2:107. doi:10.4172/2157-7625.1000107

Mkandawire, P., Luginaah, I.N. & Tobias, J. (2011). Landscapes of economic deprivation and locally distilled liquor (kachasu): An emerging risk milieu for HIV/AIDS in urban Northern Malawi. *Environment and Planning A* 43 (10):2384 -98

Mkandawire, P., Luginaah, I.N. & Bezner-Kerr, R. (2011). Deadly Divide: HIV/AIDS Policymaking on condoms in Malawi. *Policy Sciences* 44 (1): 81-102

Arku, G, Luginaah, I., Mkandawire, P., Baiden, P. & Asiedu, A. (2011). Housing and health in three contrasting neighbourhoods in Accra, Ghana. *Social Science and Medicine* 74(11): 1864-72

## **TEACHING**

### **Undergraduate and graduate courses developed and taught**

Carleton University (July 2018 – May 2019)

(a) Graduate courses

AFRI 5000: Historical and Contemporary perspectives in African Studies, IAS

(b) Undergraduate courses

AFRI 1002: Introduction to African Studies II, IAS

HUMR 2202: Power Relations and Human Rights, IIS (x3)

HUMR 3504: Public Health and Human Rights, IIS

Carleton University (July 2017 – April 2018)

(a) Graduate courses

AFRI 5000: Historical and Contemporary perspectives in African Studies, IAS

(b) Undergraduate courses

AFRI 1001: Introduction to African Studies, IAS

HUMR 2202: Power Relations and Human Rights, IIS (x2)

HUMR 3504: Public Health and Human Rights, IIS

Carleton University (January 2017 – April 2017)

(a) Graduate courses

AFRI 5000 - Historical and Contemporary perspectives in African Studies

AFRI 5100 – African Studies Abroad (Landscapes of global health inequalities- Malawi)

(b) Undergraduate courses

HUMR 3504 - Public Health and Human Rights

AFI 3100 – African Studies Abroad (Landscapes of global health inequalities- Malawi)

Carleton University (Sept 2015 – April 2016)

a) Graduate courses

AFRI 5000 - Historical and Contemporary perspectives in African Studies, IAS

b) Undergraduate courses

HUMR 3301 – Race, Racism and Human Rights

HUMR 3504 – Public Health and Human Rights

HMUR 4907 – Social Inequalities in Health

Carleton University (Sept 2014 – June 2015)

HUMR 3001 - Public Health and Human Rights

HUMR 3301 - Race, Racism, and Racialization

HUMR 4907 – Social Inequalities in Health

HUMR 2202 - Power Relations and Human Rights (taught in Fall & Summer)

Carleton University (July 2013 - April 2014)

HUMR 4907 - Social Inequalities in Health

HUMR 3301 - Race, Racism, and Racialization

HUMR 3001 - Public Health and Human Rights

HUMR 2202 - Power Relations and Human Rights

HUMR/CHST 3303 - Children's Rights

Carleton University (July 2012 - April 2013)

HUMR 2202 - Power Relations and Human Rights

HUMR 4907 - Social Inequalities in Health

HUMR 4503 - Social and Economic Rights

HUMR 3301 - Race, Racism and Racialization

University of Western Ontario (January 2010 - April 2012)

GEO 3431B - Geographies of Health and Health Care

CGS 1023G - Introduction to Global Development

GEO 2030 - Africa South of Sahara

CGS 3615 - Economies of Development

CGS 3513 - Small Scale Economies

**STUDENT SUPERVISION**

Undergraduate - Honours

**Dayna Adriaansen**, Faculty of Public Affairs – Combatting Child Obesity in Canada – May 2016

**Siobhan Devolin**, Institute of Interdisciplinary Studies - Carleton University Poverty and immigrant children's school readiness in the Ottawa completed -April 2014

**Annalisa Reeves**, Department of Geography and Environmental Studies, Tourism development and HIV/AIDS policy in the Dominican Republic Carleton - completed April 2014;

**Colton Brydges**, Inclusive education in Nigeria, Department of Economics - Carleton – completed April 2014

**Tyla Miller**, Children's Rights in Bolivia, Human Rights Program, IIS (Internship - current) - Carleton, completed April 2014

**Danielle Ouellette**, Community Support for wind turbines in two Ontario communities: trust, justice, and the role of activists, Western, completed April 2012

**Deepkiran Tung**, General symptom reporting in a sentinel high pollution environment: A case study in Sarnia, 'Chemical Valley', Ontario, Western, Completed April 2012

#### Graduate Students

**Andy Kusi-Appiah** (Doctoral) – Peri-urban water governance and political ecology of disease in Malawi (current)

Chuk Odenigbo – (Doctoral) – Political Ecology of Covid-19 in Malawi (current)

**Arthur Hamilton** (MA) - Mental disability in India (completed, Feb 2020)

**Kangha Achang** (MA) – The Quest for Self-determination by Anglophones in Southern Cameroons- completed May 2019

**Katherine MacPherson (MA)** – Perceptions of health and wellbeing among South Sudan Canadians in Ottawa (defended Nov 2017)

**Amanda Juric (MSc)** - Risk Assessment of Dietary Lead (Pb), Cadmium (Cd), and mercury (Hg) Exposure Among First Nations People in Ontario, Canada – a Total Diet Study and Probabilistic Assessment (completed 2017)

**Asli Mahdi** (MA) - Therapeutic places of South Asian women in Ottawa (completed 2015)

**Verah Urassa Mda** (MA) - Female Sex Workers and HIV Policy: Culture, Development, and HIV Vulnerability of Disadvantaged Women in Tanzania – (completed 2014)

#### **GRADUATE THESIS EXAMINATION**

**Elizabeth Ochola (PhD)** External Examiner. The Impact of Neglected Tropical Diseases (NTDs) on Health and Wellbeing in sub-Saharan Africa (SSA): A Case Study of Kenya, Dec 2019

**Elizabeth Onyango (PhD)** External examiner. Exploring health and wellbeing in a low-to-middle income country: A case study of Kenya. University of Waterloo, May 2019

**Lucia Hussey (PhD)** External Examiner -Examining climate change-health nexus in Ghana. Western, 2018

**Hussein Kasim (PhD)** Internal-external examiner- State Effectiveness and Political Will: The Case of Malaria Control in Rwanda and Uganda. Carleton University, 2018

**Stephanie Lu (PhD)** Evaluability assessment of a small NGO in water-based management. Faculty of Health Sciences. University of Waterloo, 2018

**Elena Andonio** (PhD) – Probiotic Yoghurt and HIV/AIDS treatment in Tanzania, Western 2017

**Mariya Davydenko** (MSc) - Time Grows on Trees: The Effect of Nature Settings on Time, Carleton 2016



**Sarah O'Sullivan** (MA) – Politics of triage: International aid and HIV/AIDS care in Uganda – Department of Anthropology (Carleton University), 2015

**Alice P. Sedziafa** (MA) – Kinship ties and violence against married women in Ghana – Department of Gender Studies (Memorial University), 2014

**Peter Balogh** (PhD) (Internal-external examiner) – Queer Quarantine: Conceptualising state and dominant cultural responses to queer threats and discursive tactics and technologies of quarantine, Carleton 2014

## **RESEARCH FUNDING**

Maximizing use of existing data to strengthen program design, evaluation, and impact – CAD 500,000 – funded by Canadian Collaborative for Global Health (2018-2020) **Principal Investigator**

Farmer social networks and seed security under climate change in Malawi. SSHRC 100,000, 2019-2021 – **Co-Applicant**

Monitoring Trends in the Prevalence of HIV, Associated Behavioural, Socio-Demographic and Systemic Factors, and Health Care Utilization among First and Second Generation African and Caribbean People Who Reside in Toronto and Ottawa CAD 140,000, funded by CIHR 2019-2021 – **Co-Applicant**

Societal Transformation and Climate Change: Training the Next Generation of Scholars in Sub-Saharan Africa & Canada – CAD1,500,000 – funded by Universities Canada (2017-2021) - **Co-Principal Investigator:**

Reducing HIV vulnerabilities and Promoting Resilience among self-identified Heterosexual African, Caribbean and Black Men in Ontario – CAD 1,000,000 – funded by CIHR, (2016-2020) **Co-Applicant:**

Infant feeding among Black women living with HIV: A community Based Participatory Research – CAD 78,000 – funded by CIHR, (2016-2018) **Co-Applicant:**

## **PRESENTATIONS/CONFERENCES**

Mkandawire, P. International framing of HIV/AIDS and Ebola: The place of Africa in the global health landscape. University of Kansas Medical School – 3 Dec 2019. Lawrence

Mkandawire, P. Political Ecology of Care-Seeking for Malaria in Malawi. Association of American Geographer (AAG) April 2017, Boston, MA

Mkandawire, P. Public Health and Human Rights. Institute of African Studies Annual Conference, Carleton, ON

Luginaah, I and Mkandawire, P. Circumcision Status and Time to First Sex Among Young men in the Context of the HIV/AIDS Epidemic in Sub-Saharan Africa: the Case of Malawi. Race, Ethnicity, and Place, VI. Fort Worth, TX. October 22-24, 2012

Mkandawire, P. Gestational age at first antenatal care in Malawi. *Canadian Association of Geographers*. Brock University, 26-30 May 2014

African Regional Integration: Assessing the Implications for Food Security and Economic Development. Association of American Geographers Annual Conference, 8-12 April 2014, Tampa, Florida

Presented about *The Changing Ecology of Disease in the Neoliberal Era*, Social Economic and Cultural Rights in IIS, October 2013

Presentation on *Intergenerational Vulnerability to HIV/AIDS in Malawi* - Department of Geography and Environmental Studies, Carleton University, January 2013

Rishworth, A., Dixon, J., Mkandawire, P. and Luginaah, I. Do Maternal Exemption Programs within Ghana's NHIS Remove Barriers to Health Care for the Rural Poor? Annual Meeting of the Association of American Geographers. Los Angeles, CA, April, 2013

Luginaah, I., Richmond, C., Mkandawire, P. and Tobias, J. 'Contaminated' Therapeutic Landscapes: First Nations Everyday Life Struggles in Dispossessed Environments. Race, Ethnicity, and Place. Puerto Rico, October, 2012.

Mkandawire, P., Luginaah, I., Arku, G. and Armah, F. Circumcision status and time to first sexual intercourse: HIV prevention policy dilemmas in Malawi. Presented at Department of Geography and Geology Speaker Series, Hamilton ON, 4 February 2012

Mkandawire, P., Luginaah, I. and Baxter, J. Growing up an orphan: Vulnerability of adolescent orphans to HIV/AIDS in Northern Malawi, International Medical Geography Symposium, Durham, 10-15 July 2011

Mkandawire, P., Luginaah, I. and Baxter, J. Growing up alone: Vulnerability of adolescent orphans to HIV/AIDS in Northern Malawi, Canadian Association of Geographers, University of Calgary, Calgary, 31 May-4 June 2011

Mkandawire, P., Tenkorang, E. and Luginaah, I. Orphanhood and Time to First Sex among Adolescents in Northern Malawi, American Association of Geographers Conference, Seattle, 12-16 April 2011

Mkandawire, P., Vulnerability of adolescent orphans to HIV/AIDS in Malawi. Department of Geography Speaker Series (Colloquium), The University of Western Ontario, London ON, 27 March 2011

Mkandawire, P., Luginaah, I.N. and Tobias, J. Economic Deprivation and locally distilled liquor (kachasu): An emerging risk milieu for HIV/AIDS in Northern Malawi American Association of Geographers Conference, Las Vegas, 22-27 March 2009

Mkandawire, P. Critical Seminar Series focussing on *Linda McDowell's work on Thinking through work: complex inequalities, constructions of difference and transnational migrants. Progress in Human Geography 2008, 32 (4): 491-509.* Department of Geography, The University of Western Ontario, London ON, 27 September 2010

Mkandawire, P., Luginaah, I.N. and Bezner-Kerr, R. Dialogue of Death: HIV/AIDS Policymaking on Condoms in Malawi, Association of American Geographers, Las Vegas, 22-27 March 2009  
Guest Lectures

## **SERVICE TO UNIVERSITY, THE PROFESSION, AND COMMUNITY**

### Service to Institute of Interdisciplinary Studies and FASS

- Associate Dean (Academic) Search Committee member, May 2019
- Acting Director IAS, March 7-March 11, 2019; May 5-May 31, 2019
- Human Rights and Social Justice new MA – co-author of Volume 1 with Dr. Patrizia Gentile
- Carlisle Hanson Competition adjudication committee member, May 2019
- Served on 1 department and 2 Faculty-level Tenure and Promotion committee meetings
- Reviewer on 2014 Carlisle Hanson Competition committee
- Monthly Institute of Interdisciplinary Studies meetings
- Human Rights Program meetings
- I served as a representative of IIS on FASS Open Faculty Board

### Regular referee for international journals

Annals of Nursing and Practice  
Current HIV/AIDS Research  
African Journal of Reproductive Health  
The Open AIDS Journal  
BMC Public Health  
Health and Place  
Geoforum  
African Geographic Review  
Midwifery  
McGill Journal of Sustainable Development Law  
International Health and Human Rights  
Journal of Epidemiology and Community Health  
Journal of Geographic Research  
Journal of Healthcare for the poor and underserved  
Global Public Health Journal  
Social Science and Medicine

BMC Health Services Research  
Canadian Journal of Law and Society  
BMC Psychology  
Health Promotion International  
Journal of Integrative Environmental Science  
World Health Organization Bulletin  
Journal of AIDS Care  
BMC International Health and Human Rights  
Journal of Economics and International Finance  
The African Geographic Review  
Journal of Languages and Culture

Assessment of university programs or candidates for promotion at other universities  
Assessment of Dr. Aaron Abuosi promotion to associate professor – Institute of Public  
Administration and Health Sciences Management, University of Ghana

Community involvement and media appearances  
Global News interview on the diplomatic tension between Canada and Saudi Arabia –  
August 7, 2018.

Guest Speaker at fundraising event for Somali Hope Academy on 26 April 2016  
Panel discussion on the Ebola Epidemic <https://www.youtube.com/watch?v=RKwmWeXbi8>  
CBC Radio Interview on the Ebola Epidemic

Member of grant writing team - Somali Hope Academy Foundation, Ottawa

On 29 January 2014 I was invited by Ottawa Xtra to comment on LGBT rights in Sub-Saharan Africa ahead of 2 book launches at Octopus Bookstore. The two books, Sexuality & Social Justice in Africa by Marc Epprecht and Sexual Diversity in Africa edited by S.N. Nyeck and Marc Epprecht, were launched in collaboration with the Carleton African Studies and Sexuality Studies departments

On 17 March 2013 I was a panelist at North-South Institute discussion on Gender, urban insecurity and police reform in fragile states,

On 13 October 2012, I was invited to give an expert opinion mining in Canada by Peace and Conflict Planners of Canada

In November 2012 I was a panelist on round table discussion on 'Let's Talk HIV: Blood Donation' between Carleton University and Canadian Blood Services organised by CUSA

---

## ANNUAL REPORT ON PROFESSIONAL ACTIVITIES

(2019-2020)

SHAZIA SADAF

Instructor II, Human Rights and Social Justice

Institute of Interdisciplinary Studies

---

### 1. Publications

a) Articles published in edited books or referred journals:

Book Chapter:

- “Biographies of Violence and the Violence of Biographies: Writing about Rape in Pakistan.” *Violence in South Asia: Contemporary Perspectives*. Eds. Malreddy, Pavan K. and Purakayastha, Anindya S. London: Routledge, 2020.

b) Work in press or accepted for publication (indicate with \*items reported in this category last year):

Article in Special Issue:

- “We are All Migrants Through Time’: History and Geography in Mohsin Hamid’s *Exit West*” Special Issue on Brexit. *Journal of Postcolonial Writing*. Accepted.

### 2. Papers Presented

a) At professional conferences:

- “Migrants Through Time.” EACLALS Triennial Conference 2020: Transcultural Mo(ve)ments: Memories, Writings, Embodiments (May 18-22, 2020) Cardiff University, Cardiff, Wales, United Kingdom. (postponed due to COVID-19).

b) Invited talks (other than lectures in your own courses given at Carleton):

- Featured speaker in Graduate Development and Placement session on Careers in Academia, Western University, London Ontario. 17 January 2020.
- “Islamization, Global War on Terror (GWOT), and the Malala Debate.” Department of Women Studies and Feminist Research. Western University, London Ontario. 17 February 2020. (online)

### 3. Service to the Profession:

I reviewed Articles for the following peer-reviewed journals:

- June 2019: Article review for *Journal of Middle East Women’s Studies*, Duke University Press, USA.  
“Media and Imperialism in the Global Village: A Case Study of Four Malalais and the Af-Pak Women’s Rights Movement”
- February 2020. Article review for *Tulsa Studies in Women’s Literature*, University of Tulsa, USA.  
“Space, Power, and Resistance in Kamila Shamsie’s *Home Fire* and Samira Ahmed’s *Internment*.”
- Adjudication of the J. Carlisle Hanson Award in Human Rights Essay Contest 2020.

## 9. Academic Responsibilities:

Undergraduate courses taught:

- HUMR1001A Introduction to Human Rights (3.00) 222 students
- HUMR1001B Introduction to Human Rights (3.00) 225 students
- HUMR3302 Culture, Religion and Women's Human Rights Winter 2020(1.5) 31 students
- HUMR4905 Human Rights Practicum (1.5) Winter 2020 13 students

## 10. Administrative Responsibilities and Committee Assignments:

- Ratified as member of Senate on 24 April 2020 for a three-year term.
- FASS Faculty Member since 2019.
- Served as a member on the cross-departmental promotion committee with English for the promotion of Mayurika Chakravorty to Instructor II.
- Served as member of hiring committee for Instructor term-position at the Institute of Interdisciplinary Studies.

11. Any other information you wish to bring to the attention of the Promotions Committee and the Dean of Arts and Social Sciences.

- I took part in the 10-week **TLS Course Redesign Program** run by the EDC from October to December 2019.
- I was invited by three students for "lunch with a professor" and had a very productive conversation with each of the students.

**CV on next page:**

## CURRICULUM VITAE

NAME: SHAZIA SADAF

Date: 6 May 2020

### EDUCATION:

**University of Western Ontario, Canada:**

PhD (Postcolonial Literature) 2018

**University of London, United Kingdom:**

PhD (English Literature & Language) 2006

**King's College London, United Kingdom:**

MA with Distinction

(English Literature & Language After 1525)

**University of Peshawar, Pakistan:**

MPhil (English)

MA (English Literature)

BA (English, Economics)

### EMPLOYMENT:

**Carleton University, Ottawa ON Canada**

Instructor II Human Rights and Social Justice

Institute of Interdisciplinary Studies. July 2018-continuing

**Fanshawe College, London ON Canada:**

Professor of Writing & Communications (partial load)

September 2016- April 2018

**Western University, London ON Canada:**

- **Sessional Assistant Professor.** CGS3526F *Challenging Regimes of Global Citizenship and Internationalization*. Centre for Global Studies. Huron University College. Fall 2017.
- **Sessional Lecturer.** WS3350G *Feminism Across Borders*. Department of Women's Studies & Feminist Research. Winter 2016.

**Teaching Assistantship, Western University London ON Canada:**

- *Human Rights and Creative Practices*. Fall/winter 2016-17. Department of English.
- *Gender, Justice and Change*. Winter 2016. Department of Women's Studies and Feminist Research.
- *Studies in Narrative Theory*. Fall 2015. Department of English.
- *Global Literatures in English*. Fall 2014/Winter 2015. Department of English.
- *Topics in Postcolonial Literature*. Winter 2014. Department of English.
- *American Drama*. Fall 2013. Department of English.

**Tenured Position: Department of English & Applied Linguistics,  
University of Peshawar, Pakistan:**

Associate Professor 02/2012- 02/2013

Assistant Professor 08/2007- 02/2012

## CURRENT RESEARCH INTERESTS:

Violence and Human Rights Narratives.

Human Rights Literature.

Intersections between post 9/11 literature, War on Terror debates, and global human rights discourse.

## PUBLICATIONS:

### Chapters in edited books:

- “Biographies of Violence and the Violence of Biographies: Writing about Rape in Pakistan.” *Violence in South Asia: Contemporary Perspectives*. Eds. Malreddy, Pavan K. and Purakayastha, Anindya S. London: Routledge, 2020.
- “Divergent Discourses: Human Rights and Contemporary Pakistani Anglophone Literature.” Chapter 12. *Routledge Companion to Pakistani Anglophone Writing*. Eds. Aroosa Kanwal and Saiyma Aslam. London: Routledge, 2018.
- “Daniyal Mueenuddin’s Dying Men.” *Mapping South Asian Masculinities: Men and Political Crises*. Ed. Chandrima Chakraborty. London: Routledge, 2015.
- “Colour Play in Arundhati Roy’s *The God of Small Things*.” *Arundhati Roy’s The God of Small Things. Roman Critical Contexts Series*. Ed. Nilanshu Kumar Agarwal. London: Roman Books, 2012. 89-103.

### Articles in refereed journals:

- “Human Dignity, the War on Terror, and Post 9/11 Pakistani Literature.” Special Issue. Global Responses to War on Terror. *European Journal of English Studies*. 22.2, (2018): 115-127.  
DOI: 10.1080/13825577.2018.1478255
- “*I Am Malala*: Human Rights, and the Politics of Production, Marketing, and Reception of the Post 9/11 Memoir.” *Interventions: International Journal of Postcolonial Studies* 19.6 (2017): 855-871. DOI:10.1080/1369801X.2017.1347053
- Saher, Najma, and Shazia Sadaf. “We Are What We Eat in *A House for Mr Biswas* and the *Inheritance of Loss*.” *Journal of Humanities and Social Sciences*, 25.1, (2017): 73.
- “Daniyal Mueenuddin’s Dying Men.” *South Asian History and Culture*. Special Issue: Mapping South Asian Masculinities: Men and Political Crises 5.4 (2014): 490-504.
- “Colour Play in Arundhati Roy’s *The God of Small Things*.” *ARIEL: A Review of International English Literature* 39.3 (2008): 73-84.
- “Postcolonial Loss of Identity and the Food Metaphor.” *Journal of Humanities & Social Sciences*, University of Peshawar 19.2 (2011): 105-116.
- ‘Woolf’s *To the Lighthouse*: A Word about the Title,’ *The Journal of Humanities & Social Sciences*, University of Peshawar, Pakistan, 18.1 (2010).
- ‘Dual Colonialism in *A House for Mr. Biswas*’, *The Journal of Humanities & Social Sciences*, University of Peshawar, Pakistan, 17.2 (2009).
- ‘Changes in Late Anglo-Indian Phraseology’, *The Journal of Humanities & Social Sciences*, University of Peshawar, Pakistan, 17.1 (2009).
- Tennyson’s *In Memoriam*: Balancing Spiritual and Physical Evolution’, *The Journal of Humanities & Social Sciences*, University of Peshawar, Pakistan, 16.2 (2008).
- ‘The Vocabulary of Aesthetics in Virginia Woolf’s *To the Lighthouse*’, *The Journal of Humanities & Social Sciences*, University of Peshawar, Pakistan, 16.1 (2008).
- ‘Poe and the Fantastic.’ *The Journal of Humanities and Social Sciences* 6.2 (1998).



- ‘Parallels That Never Meet: Kipling’s View of India.’ *The Journal of Humanities and Social Sciences*, University of Peshawar, Pakistan, 6.1 (1998).
- ‘Hardy’s Cinematic Art in *Tess of the D’Urbervilles*.’ *The Journal of Humanities and Social Sciences*, University of Peshawar, Pakistan, 5.1(1997).

#### Articles in referred conference proceedings:

- “Migrants Through Time.” EACLALS Triennial Conference 2020: Transcultural Mo(ve)ments: Memories, Writings, Embodiments (May 18-22, 2020) Cardiff University, Cardiff, Wales, United Kingdom. (postponed due to COVID-19)
- “Crafting New Futures: Pakistani Speculative Fiction and Mohsin Hamid’s *Exit West*” **Canadian Association for Commonwealth Literature and Language Studies (CACLALS)**. Congress of the Humanities and Social Sciences, University of Regina, Regina SK, Canada. 26 May 2018.
- “Of Borders and Magic Doors: New Directions in Pakistani Fiction” **South Asian Literary Association (SALA)**, Annual Conference, New York NY, USA, 9 January 2018.
- “*I Am Malala*: A Human Rights Narrative?” **Canadian Association for Commonwealth Literature and Language Studies (CACLALS)**. Congress of the Humanities and Social Sciences, Ryerson University, Toronto ON, Canada. 27 May 2017.
- “Understanding Tribal Community Codes in the Age of Terror: Jamil Ahmed’s *The Wandering Falcon*” **Canadian Association for Commonwealth Literature and Language Studies (CACLALS)**. Congress of the Humanities and Social Sciences. University of Calgary, AB, Canada. 30 May 2016.
- “The Development of Anglo-Indian Loan Vocabulary” *East India Company and Language Symposium* at The British Library, London, UK. 15 June 2010.

#### Major encyclopedia or dictionary articles:

- “Jamil Ahmed: The Wandering Falcon.” *The Literary Encyclopedia*. Online: <https://www.litencyc.com/>

#### **PAPERS PRESENTED:**

- “Islamization, Global War on Terror (GWOT), and the Malala Debate.” Department of Women Studies and Feminist Research. Western University, London Ontario. 2 April 2015; 6 April 2016; 15 February 2017, and 14 February 2018.
- “Marketable Memory: The Framing of Pak-Afghan Women in War on Terror” The Postcolonial Studies Group Symposium. *War on Terror: Reverberations & Recollections*. Western University, London Canada. 9 November 2015.
- “Rituals of Eating and Postcolonial Loss of Identity” *A. K. Smith Visiting Scholar Series*, Trinity College, Hartford Connecticut, USA. 31 October 2013.

#### **RESEARCH GRANTS:**

- OGS (Ontario Graduate Scholarship), Western University, London, Ontario, Canada, 2016-17.
- OGS (Ontario Graduate Scholarship), Western University, London, Ontario, Canada, 2014-15.
- Chancellor’s Entrance Scholarship, Western University, London, Ontario, Canada, 2013.

- Western Graduate Research Scholarship, Western University, London, Ontario, Canada, 2013-2017.
- British Council/ Charles Wallace Trust Scholarship teaching fellowship at King's College London, United Kingdom, January-April 2001.

#### SERVICE TO THE PROFESSION:

Carleton University:

- Ratified as member of Senate on 24 April 2020 for a three-year term.
- FASS Faculty Member since 2019.
- Served as a member on the cross-departmental promotion committee with English for the promotion of Mayurika Chakravorty to Instructor II.
- Served as member of hiring committee for Instructor term-position at the Institute of Interdisciplinary Studies.
- Adjudication of the *J. Carlisle Hanson Award in Human Rights Essay Contest* 2020.
- Adjudication of the *J. Carlisle Hanson Award in Human Rights Essay Contest* 2019.
- Member, Tenure and Promotions Committee.

University of Western Ontario, London, Canada:

GES Appointments Committee Representative, Western University  
2014-2015 and 2015-2016.

Peshawar University, Pakistan:

- Board Member, Academic Council, University of Peshawar, Pakistan, 2002-2012.
- Board Member, Academic Council, Shaheed Benazir Bhutto Women University, Peshawar Pakistan, (Formerly Frontier Women University), 2005-2007.
- Member, Board of Governors, Edwardes College, Peshawar 2005.
- Subject Specialist, Selection Board, Provincial Public Service Commission, Government of Pakistan.
- Subject Specialist, Selection Board, Federal Public Service Commission, Government of Pakistan.

Other:

I regularly conduct peer-reviews of articles for international academic journals including *Interventions: International Journal of Postcolonial Studies* and, *Journal of Middle East Women's Studies*, *Tulsa Studies in Women's Literature*, and the *Journal of Humanities and Social Sciences*.

#### ACADEMIC RESPONSIBILITIES:

Carleton University:

Undergraduate courses taught:

- HUMR1001A Introduction to Human Rights (3.00)
- HUMR1001B Introduction to Human Rights (3.00)
- HUMR3301 Racialization, Racism and Human Rights (1.5)
- HUMR3302 Culture, Religion and Women's Human Rights (1.5)
- HUMR4905 Human Rights Practicum (1.5) Winter 2020
- Directed Study Course Supervision (1.5)

#### SUPERVISION:

- In my previous position as Associate professor at the University of Peshawar in Pakistan I supervised two PhD theses, and one MPhil. thesis. I was also an HEC (Higher Education Commission, Government of Pakistan) approved PhD supervisor for the subject of

English Literature & Language. There is a stringent criterion for inclusion on the approved list. (website: [www.hec.gov.pk](http://www.hec.gov.pk))

**CURRICULUM VITAE**  
**Rebecca Schein, PhD**  
**January 2019**

---

**Education**

2008 PhD: University of California-Santa Cruz — History of Consciousness  
2001 BA: Marlboro College — International Development / Postcolonial Studies

**Employment**

2017- *Associate Professor* Institute of Interdisciplinary Studies - Human Rights  
Institute of Political Economy (0/100)  
Sociology and Anthropology (0/100)  
Institute for Comparative Studies in Literature, Art, and Culture (0/100)

2012- *Assistant Professor*  
Carleton University  
Institute of Interdisciplinary Studies - Human Rights  
Institute of Political Economy (0/100)  
Sociology and Anthropology (0/100)

2010-2012 *Assistant Professor* (Term Appointment)  
Carleton University  
Institute of Interdisciplinary Studies - Human Rights

2009-2010 *Postdoctoral Fellow*  
University of Toronto  
Dalla Lana School of Public Health

2008-2009 *Sessional Lecturer*  
University of California - Santa Cruz  
American Studies

2004-2006 *Teaching Fellow*  
University of California - Santa Cruz  
Composition and Rhetoric; History of Consciousness

2001-2007 *Teaching Assistant*  
University of California - Santa Cruz  
Feminist Studies; American Studies; History of Consciousness

**Awards and Honours**

2014 FASS Teaching Award, Carleton University  
2008 Humanities Prize, Graduate Research Symposium, University of California - Santa Cruz  
2007 Mabelle McLeod-Lewis Memorial Fellowship (\$30,000)  
2007 Institute of Humanities Research Dissertation Fellowship (\$8000 - Declined)

- University of California - Santa Cruz
- 2002 Jacob K. Javits Fellowship, Ethnic and Community Studies  
U.S. Department of Education (\$120,000 over four years)
- 2001 University Fellowship, University of California - Santa Cruz (\$10,000)
- 2001 Rhodes Scholarship Finalist, U.S. Northeast Division
- 2001 Andrew and Irma Hilton Research Award (\$1500), Marlboro College

### **Current Research Interests:**

Social movements; Marxist social theory; social unionism; decommodification; public services and social reproduction; political cultures of activism; rights, commons, and moral claims; liberalism and neoliberalism; mutual aid; “the right to the city”;

### **PUBLICATIONS:**

#### **Articles in Refereed Scholarly Journals**

Rebecca Schein, “‘Educating Americans for ‘Overseasmanship’: The Peace Corps and the Invention of Culture Shock.” *American Quarterly*: (December 2015): 1109-1136

Rebecca Schein, “Hegemony not Cooptation: For a Usable History of Feminism.” *Studies in Political Economy*, Vol. 94 (Spring 2015): 169-176

Rebecca Schein, “Whose Occupation? Homelessness and the Politics of Park Encampments.” *Social Movement Studies*, Vol. 11, Nos. 3-4 (August-November 2012): 335-341

Justin Paulson and Rebecca Schein (fully co-authored), “A Response to Workman’s ‘The Left After Politics.’” *Studies in Political Economy*, Vol. 89 (Spring 2012): 131-138

Rebecca Schein, Sand Bruls, Vincent Busch, Kumanan Wilson, Larry Hershfield, and Jennifer Keelan, “A Flu By Any Other Name.” *The Journal of Health Communication*, Vol.17, No. 5 (May 2012): 532-45

Leslie Beard, Rebecca Schein, Dante Morra, Kumanan Wilson, and Jennifer Keelan, “The challenges in making electronic health records accessible to patients.” *J. Am Med Inform Association*, Vol. 19 (2012): 116-120

Rebecca Schein, “Free Transit and Social Movement Infrastructure: Assessing the political potential of Toronto’s nascent free transit campaign.” *Alternate Routes: A Journal of Critical Social Research*, Vol. 22 (2011): 115-123

#### **Book Chapters**

“From Free Time to Idle Time: Time, Work-Discipline, and the Gig-Economy,” in *Marxism and Law*, edited by Umut Ozsu and Paul O’Connell, Forthcoming from Elgar Publishing.

“Rights” in *Keywords for Radicals*, edited by Kelly Fritsch, Clare O’Connor, and AK Thompson. AK Press: 2016

### **Scholarly Interviews**

Rebecca Schein, “Democracy and the Public University: A Conversation with Noam Chomsky.” *Alternate Routes: A Journal of Critical Social Research*, Vol. 23 (2012), 255-264

### **Published Technical Reports**

Rebecca Schein, Jennifer Keelan, and Kumanan Wilson. “Social Media and Public Health Communication: A Report for the Peel Region Board of Health.” (2011): 1-63

### **Articles in Professional Journals**

Rebecca Schein, “Occupiers and the Homeless: A Challenge for the Politics of Occupation.” *Progressive Planning*, 191 (Spring 2012), 17-19

## **PAPERS PRESENTED**

### **To Learned Societies**

“Time, Work-Discipline, and Neoliberal Capitalism: Revisiting EP Thompson for the Precariat”  
Dispossession, Exclusion, Exploitation  
Institute on Culture and Society, Montreal, 2016.

“Time & the Fulcrum of Struggle: Rethinking Decommodification and the Struggle over the Working Day,”  
Society for Socialist Studies,  
Congress of the Federation of Humanities and Social Sciences, Ottawa 2015

“Beyond the Struggle Over the Working Day: Time in Volumes 2 & 3 of *Capital*.”  
Institute on Culture and Society: ‘Capital: The Basement Tapes’  
Georgetown University, Washington, D.C., 2015

“Localism and Community: Dilemmas for Marxists”  
Institute on Culture and Society, Banff, 2014

“Activist Subcultures and Mutual Aid,” Canadian Sociological Association, Congress of the Federation of Humanities and Social Sciences, Victoria, 2013

“The Left After Politics – A Response to Workman,” Society for Socialist Studies, Congress of the Federation of Humanities and Social Sciences, Victoria, 2013

“Revisiting the Marxist Feminism Debates,” Society for Socialist Studies, Congress of the Federation of Humanities and Social Sciences, Waterloo, 2012

“Homelessness and the Politics of Occupy”

Institute on Culture and Society, Vancouver, 2012

“Educating for OverseasmanSHIP”

New York Meeting of the American Studies Association, New York City, 2007

“Traveling Citizens: Inventing the Peace Corps Passport”

Western Humanities Alliance Annual Meeting, Tucson, 2005

“Wide Roads of Meaning: The Negotiated Landscapes of Peace Corps Travel”

Annual Meeting of the Pacific Sociological Association, Portland, 2004

### **To Other Academic Bodies**

“Coerced Bad Faith: Public Universities, Community Partnerships, and the Meaning of ‘Relevance,’”  
Conference on the Neoliberal University, Ryerson University, 2013

“Reflections on ‘Human Rights as Idolatry,’” Scholarship Towards a Better World: A Symposium in  
Honor of Barbara Epstein, Berkeley, 2013

“Politics and Professionalization”

Left Forum, Pace University, New York City, 2013

“Hegemony & Cooptation: Reflections on Materialist Feminism”

Left Forum, Pace University, New York City, 2013

“Between Rights and Commons: Moral Claims, Social Movement Strategy, and the Right to the City”  
Environmental Justice and Human Rights Conference, University of Ottawa, 2012

“Occupy Wall Street and the Right to the City”

Historical Materialism Conference, York University, 2012

“Fetishizing ‘the street’? Public space, the workplace, and the tactical terrain of occupation”

Left Forum, Pace University, New York City, 2012

“Mediating Feminisms: Reflecting on feminist identities and strategies in contemporary left  
organizing.” Women’s Worlds International Conference, Ottawa, 2011

“Getting our Hands Dirty: Movement-Building and Electoral Politics

Left Forum, Pace University, New York City, 2011

“American Apocalypticism”

Anthropology Graduate Students’ Conference, UC-Santa Cruz, 2007

### **Invited Talks at Carleton**

Discussant: Institute of Political Economy Collaborative Ph.D Thesis Workshop, 2016

“Reflections on the National War Monument: Profaning the National Sacred” – Profane  
Perambulations, 2015.

“#Strategy”: Carleton University, 2015

Roundtable Presentation on the Neoliberal University, 2014

Sociology and Anthropology Departmental Teaching Workshop, 2014

Panel Presentation on the Occupy Movement, 2011

### **Community Engagement / Research Presentations to Non-Academic Bodies**

“Bargaining Demands and Public Sector Defence”

Solidarity Against Austerity Organizing Workshop, Ottawa, 2014

“Free Transit, Organization-Building, and Movement Strategy”

Greater Toronto Workers’ Assembly, Toronto, 2010

“Occupy Teach-In”

Carleton University, 2011

### **RESEARCH GRANTS**

2012 FASS Junior Faculty Research Grant (\$7500), Carleton University

### **SERVICE TO THE PROFESSION**

#### **Editorial Responsibilities and Manuscript Appraisals**

2018	Book Manuscript Appraisal, <i>Facing Reality: The Peace Corps and the Global War on Poverty in South America during the 1960s</i> , by Fernando Purcell; Palgrave MacMillan
2012-	Editorial Executive Board Member, <i>Studies in Political Economy</i>
2017	Peer Reviewer, Palgrave-MacMillan Press
2015	Co-Editor, Book Reviews, <i>Alternate Routes, A Journal of Critical Social Research</i>
2016	Peer Reviewer, <i>Journal of World History</i>
2015, 2010, 2011	Peer Reviewer <i>Alternate Routes, A Journal of Critical Social Research</i>
2015	Peer Reviewer <i>Journal of Communications Inquiry</i>
2013	Peer Reviewer, <i>Revue Générale de Droit</i>



## **ACADEMIC RESPONSIBILITIES**

### **Courses Taught at Carleton**

#### ***Undergraduate Level***

HUMR 2001, Theories and Foundations of Human Rights (0.5)  
F2010, F2011, F2012, F2013, F2014, F2015  
HUMR 3001/2, The Right to the City (0.5)  
W2011, W2012, W2013  
HUMR 3401, Histories of Persecution and Genocide (0.5)  
F2013  
HUMR 4201, Citizenship and Human Rights (0.5)  
F2011, F2012, F2013, F2015  
HUMR 4301, Sex, Politics, and the State (0.5)  
F2010  
HUMR 4905, Practicum Placement in Human Rights  
W2011, W2012, W2013, W2014, W2015, W2015, W2016

### **Courses Taught Prior to Carleton**

#### ***Graduate Level***

DLSPH 7000, “The Age of Experts: Dilemmas for Democracy,” (0.5) Co-taught with Dr.  
Jennifer Keelan, University of Toronto, Dalla Lana School of Public Health, W2010

#### ***Undergraduate Level***

CO10 80A, “Social Justice and Community,” College 10, University of California-Santa Cruz,  
F2008  
AMST 80G, “U.S. Political Cultures,” American Studies, University of California-Santa Cruz,  
S2009  
HISC 80J, “California Dreams and Nightmares,” History of Consciousness, University of  
California-Santa Cruz, W2005  
WRIT 1/2, “Introduction to Composition and Rhetoric,” University of California-Santa Cruz,  
W2004

## **GRADUATE SUPERVISION AND EXAMINATION** (\*\* indicates co-supervision)

### **MA Theses and MRPs Supervised**

Miles Krauter, Sociology and Anthropology\*\*  
Matt Banninga, Political Economy (defended 2015)  
Christine Stenton, Political Economy (defended 2015)\*\*  
Jay Tyler Mallette (MRP), Political Economy (defended 2014)  
Christina Muehlberger, Political Economy (defended 2013) \*\*

### **PhD Committees (capacity other than supervisor)**

Sabrina Fernandes, Sociology and Anthropology (Defended 2018)  
Michael Bueckert, Sociology and Anthropology (ABD)  
Jenna Amirault, Sociology and Anthropology (ABD)

### **MA Committees (capacity other than supervisor)**

Lesley MacKinnon, Institute of Political Economy, (defended 2015)  
Tabatha Armstrong, Canadian Studies (defended 2014)  
Michael Bueckert, Political Economy (defended 2013)

### **PhD Theses Examined (Internal External)**

Priscillia Lefebvre, Sociology and Anthropology (2015)  
Chris Hurl, Sociology and Anthropology (defended 2014)  
Jamie Brownlee, Sociology and Anthropology (defended 2014)  
Carlo Fanelli, Sociology and Anthropology (defended 2013)

### **MA Theses and MRPs Examined for Other Departments at Carleton**

Russell Burgess, Institute of Political Economy, 2016, Internal External  
Sarah Baker, Canadian Studies (MRP) 2014, Second Reader  
Brent Nellis, Sociology and Anthropology, 2013, Internal External  
Samantha Ponting, Political Economy, 2012, Internal External  
Mariful Aram, Criminology, 2012, Internal External  
Jennifer Matsunaga, Sociology and Anthropology, 2011, Internal External

### **Second Reader for Undergraduate Honours Papers**

Maria Loveys, Political Science, 2011  
Tyler Braun, Human Rights, 2011

## **ADMINISTRATIVE RESPONSIBILITIES**

### **Departmental Service**

2020-	Work & Labour Studies Graduate Advisor
2018-20	IPE Subcommittee – Experiential Learning/Work and Labour Studies Diploma
2011, 2012, 2016	HUMR Essay Competition Adjudicator
2015-16	IIS Speakers' Series Committee
2015-16	IIS BGINS Committee
2014-16	Member of the Human Rights Cyclical Review
2014-15	Human Rights Undergraduate Academic Advisor
2010-	Human Rights Program Committee
2012	Hiring Committee Member, Human Rights Program
2010-2012	Human Rights Program Coordinator
2010-11	Human Rights Program Representative, University Day
2010-11	Human Rights Program Orientation Facilitator

## **University Service**

2015-16	CUASA Communications Officer
2015-16	CUASA Constitutional Review Committee
2015-16	CUASA Governance Committee
2015	CUASA Bargaining Team (CUASA-UNIFOR)
2014-15	CUASA Internal Affairs Chair
2014-	Employer-Employee Relations Committee (CUASA-UNIFOR)
2011-	Departmental Representative to CUASA Council
2013-14	Departmental Representative to FASS Board
2013-14	Member-at-Large on CUASA Steering Committee
2013-2014	CUASA Internal Affairs Committee Member
2012-13	FASS Tenure and Promotions Committee
2012	OGS Adjudicator (IIS)