

**Arts & Science 4CI3 / Diversity and Human Rights Inquiry
Term 2 - 2016-2017**

Instructor

Erin Hallock
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Office Hours

The Instructor will plan to hold office hours in C105 on Monday evenings at 18.00hrs before the start of class. Please also feel free to contact the Instructor to arrange appointments outside of office hours, either over the phone or in person.

Class Times and Location

Mondays 19.00hrs – 22.00hrs. BSB/238

Course Summary

This course will explore issues of diversity and the role of human rights protection regimes in both Canadian and international contexts.

Course Objectives

- To explore and critically analyze issues related to the diversity of populations within Canada and around the world.
- To explore and critically analyze the role of human rights in responding to the needs of diverse societies in Canada and around the world.

Evaluation

- A. Participation..... (15%)**
 - *Class Attendance and Participation (7.5%)*
 - *Group Preparation for Case Study Classes (7.5%)*

- B. “In the News” Assignments (35%)**
 - *Class Presentation (17.5%) - Scheduled throughout Semester*
 - *Written Opinion Paper (17.5%) - Due February 13 or March 27, 2017*

- B. Final Research Paper..... (50%)**
 - *Outline (10%) - Due February 27, 2017*
 - *Research Paper (40%) - Due April 7, 2017*

A. Participation

Class Attendance and Participation: Students will be expected to attend classes having read the required readings and prepared to participate in group discussions and other interactive components of the course.

Group Preparation for Case Study Classes: Students will be expected to collaborate as a group in preparation for the Case Study Classes (See Class Descriptions for Classes #4 and #10 below). Student groups are required to come to class with sufficient background knowledge and a preliminary framework of critical analysis on their case studies in order to share with their classmates and engage in meaningful interactive discussions.

Absences: Students are expected to make all reasonable efforts to notify the Instructor in advance of an absence from a scheduled class.

McMaster Student Absence Form (MSAF): In the event of an absence, students should review and follow the Academic Regulations in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work.” Please consult the MSAF statement on our website (<https://artsci.mcmaster.ca/forms-requests/>) and direct any questions or concerns to Shelley Anderson or Rebecca Bishop in the Arts & Science Program Office as appropriate.

B. “In the News” Assignments

Each student will complete two topical “In the News” Assignments:

1. **“In the News” Class Presentation:** Each student will deliver a presentation that explores a current event or topical issue that relates to the subject matter of a particular class lecture. The topical issue may be based on a recent news article or blog post, political speech or YouTube video, or any other contemporary source. The presentation will be 15 minutes long and involve the student sharing a brief summary and analysis of the chosen issue and its connections to the course, and leading a critical discussion with the class on the topic.

“In the News” presentation dates will be selected in consultation with the Instructor at the start of the semester based on the class lecture schedule.

2. **“In the News” Written Opinion Paper:** Each student will prepare a written opinion paper on a current event or topical issue that relates to the subject matter of the course. The student will explore the public discourse on the chosen issue and develop his/her own opinion or critical comments to respond and/or add to the broader public discussion.

The written opinion paper will be between 1000 and 1300 words in length and will take the form of an opinion editorial or critical commentary. It will be targeted to a specific public medium and audience appropriate for the chosen subject matter, such as a major or local newspaper, topical magazine, online blog, etc. Students are expected to submit their papers to the newspaper, magazine or blog for publication and will provide a brief explanation at the beginning of their papers describing the public forum chosen and the reason why it was appropriate for the specific subject matter of the opinion paper.

[Note: Students are welcome to go big or small, global or local, in terms of the public medium selected for potential publication of their opinion papers, as long as selection is done thoughtfully considering the subject matter of the paper.]

Students' marks will not be affected by whether or not their opinion papers are ultimately published.]

"In the News" written opinion papers will be due to the Instructor either at the start of class on **February 13, 2017** or **March 27, 2017**. Students doing their "In the News" Class Presentations prior to or on February 13 will have their papers due by March 27, while those doing the presentations after February 13 will have their papers due on February 13, 2017.

C. Final Research Paper

Students will be expected to choose a research topic based on the general themes and subjects explored throughout the course. It is recommended that topic selection be done in consultation with the Instructor.

On **February 27, 2017**, students will submit Outlines for their final research papers that will include their proposed central research question(s) and a framework for inquiry into their topic. The outline will also include a list of at least 10 reference materials that have already been consulted and selected for the paper.

By **April 7, 2017** at 11:59pm, students will submit their Final Research Papers to the Instructor by email. These Final Research Papers are to demonstrate in-depth inquiries into the students' topics of choice and critical analysis of their central research question(s).

The Final Research Paper will be a maximum of 4,500 words (not including references), with the cover page indicating the course name, student name, date and word count. The final paper will also include extensive references to be recorded throughout the paper using either in-text citations or footnotes and in a list of references at the end of the paper.

Deadlines

Students are expected to submit all assignments on the dates specified in this Course Outline. **Deadline extensions will only be granted on an exceptional basis.** Students must make all reasonable efforts to inform the Instructor of the need for extensions in a timely manner. The Instructor reserves the right to deny requests for deadline extensions. **Assignments handed in late will be subject to a penalty of 5% per day.**

Sustainable Written Work Submission Guidelines

The written work submission guidelines have been chosen to support the more sustainable use of paper, energy, and toner, and meet the Gold standard of the Office of Sustainability; <http://www.mcmaster.ca/sustainability/>. All written work should be submitted in the following format: double-sided printing; no title page; sans-serif font.

McMaster Policy on Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials earned are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that

results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences—e.g., the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is each student’s responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the Academic Integrity Policy, located at: <http://www.mcmaster.ca/academicintegrity>

The following illustrates only three forms of academic dishonesty: 1) Plagiarism—e.g., the submission of work that is not one’s own or for which other credit has been obtained. 2) Improper collaboration in group work. 3) Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or email sas@mcmaster.ca. For further information, consult McMaster University’s Policy for Academic Accommodation of Students with Disabilities.

Class Descriptions and Readings

This course will proceed according to the individual class descriptions below.

The course will be based on readings from the Custom Courseware, which will be available from the Campus Store. Students will be expected to complete the assigned readings as listed below (or excerpts as advised by the Instructor) in advance of each scheduled class and attend prepared for discussion of the same. The Instructor may also supplement the readings listed below with news articles and other materials, which will be provided to the students in advance of the applicable class and the expectations will be the same with respect to completing such supplemental readings.

The Instructor and the University reserve the right to modify elements of this course during the term. The University may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, the Instructor and/or the University will provide reasonable notice and communication to the students and they will be allowed the opportunity to comment on changes, where applicable. It is the responsibility of students to check **their McMaster email** and course websites weekly during the term and note any updates and/or changes. Announcements will be made in class and by using the course email distribution list.

Class 1: Course Introduction (January 9)

An introduction to the general themes of diversity and human rights that will be covered throughout the course.

Class 2: International Human Rights Regimes (January 16)

An introduction to the international human rights system, including the role of different stakeholders in the international system, including international organizations like the United Nations, states, civil society groups and individuals.

Readings:

1. United Nations (1948) *Universal Declaration of Human Rights* [Online Resource: http://www.un.org/events/humanrights/2007/hrphotos/declaration%20_eng.pdf]
2. Langlois, Anthony J., "Chapter 1: Normative and Theoretical Foundations of Human Rights," Excerpt from Michael Goodhart, *Human Rights Politics and Practice* (Second Edition) (Oxford: Oxford University Press, 2013).

Class 3: Cultural Diversity and Human Rights (January 23)

An exploration of the interaction between cultural diversity and human rights, including critical evaluation of the alleged conflict between human rights and cultural relativism and the assessment of specific case study examples.

Readings:

3. American Anthropological Association (1947) "Statement on Human Rights," *American Anthropologist*, 49: 539
4. Ignatieff, Michael (2001) "The Attack on Human Rights," *Foreign Affairs*, 80(6): 102

Class 4: Case Studies of Specific Human Rights (January 30)

Group inquiries and discussions of the purpose, content and enforceability of specific human rights outlined in the *Universal Declaration of Human Rights*.

Readings:

5. United Nations Human Rights Committee, "International Covenant on Civil and Political Rights: Concluding observations on the sixth periodic report of Canada," Adopted by the Committee at its 114th session (29 June–24 July 2015) and Published 13 August 2015.

Students to do advance research as a group into one specific human right and come to class prepared to share their findings and analysis in interactive class discussion. Details provided one week in advance.

Class 5: Immigration in International and National Contexts (February 6)

Consideration of the movement of people across international borders and its effects on the diversity of societies and the protection of human rights, including international and Canadian perspectives.

Readings:

6. Banting, Keith G. (2010) "Is There a Progressive's Dilemma in Canada? Immigration, Multiculturalism and the Welfare State," 43(4) *Canadian Journal of Political Science* 797.

Class 6: Case Studies on Refugee Protection (February 13)

A discussion of international and national refugee protection regimes, including two case studies of Canada and Nepal.

Readings:

7. Kelley, Ninette (2007) "International Refugee Protection Challenges and Opportunities," 19(3) *International Journal of Refugee Law* 401.

Class 7: Equality and the Charter (February 27)

An introduction to equality and specifically the Canadian *Charter of Rights and Freedoms* [the "Charter"] and its equality rights guarantee.

8. Moreau, Sophia (2004) "The Wrongs of Unequal Treatment," 54(3) *The University of Toronto Law Journal* 291.
9. Charter of Rights and Freedoms, s 2, Part I of the Constitution Act, 1982, being Schedule B to the Canada Act 1982 (UK), 1982, c 11.
10. Trudeau, Pierre Elliott (Hon.), A Canadian Charter of Human Rights, January 1968, Excerpt from Anne Bayefsky, *Canada's Constitution Act 1982 and Amendments: A Documentary History* (Toronto: McGraw-Hill Ryerson, 1989) [**Excerpt pages 683-686**].

Class 8: Equality and Human Rights Legislation (March 6)

An introduction to federal and provincial human rights legislation in Canada and its protection against discrimination and harassment in the private sector.

Readings:

11. *Human Rights Code*, R.S.O. 1990, c. H.19.
12. Sheppard, Colleen (2001) "Grounds of Discrimination: Towards an Inclusive and Contextual Approach," 80 *The Canadian Bar Review* 893.
13. Lepofsky, M. David (1992) "The Duty to Accommodate: A Purposive Approach," 1 *Canadian Labour Law Journal* 1.

Class 9: Case Studies of Systemic Inequality (March 13)

Group inquiries and discussions of the causes and effects of a specific prevailing example of systemic inequality in society, either locally, nationally, regionally or globally, as well as critical analysis of civil society movements that have attempted to address such examples of systemic inequality.

Readings:

14. Sally Engle Merry (2006) "Transnational Human Rights And Local Activism: Mapping the Middle," 108(1) *American Anthropologist* 38.

Students to do advance research as a group into one specific example of systemic inequality and come to class prepared to share their findings and analysis in interactive class discussion. Details provided one week in advance.

Class 10: Diversity and Inequality in Crime and Punishment (March 20)

Address how Canadian criminal laws and policies or the application thereof affect groups differently within diverse communities, including consideration policing and the disproportionate representation of vulnerable groups in the criminal justice system.

Readings:

15. John Howard Society of Ontario, *Unlocking Change: Decriminalizing Mental Health Issues in Ontario*, August 2015.

Class 11: The Charter and Freedom of Expression (March 27)

A discussion of freedom of expression as a right protected in Canada in the *Charter*, including consideration of the underlying values that support the sharing of diverse opinions and ideas in a diverse society.

Readings:

16. Tarnopolsky, W. S (Hon.) (1993) "Freedom of Expression in Canada" 19(4) *Commonwealth Law Bulletin* 1769.

Class 12: Hate Speech as a Limit on Freedom of Expression (April 3)

Consideration of the topic of hate speech and how it relates to and is often in conflict with freedom of expression.

Readings:

17. Moon, Richard (2008) "Hate Speech Regulation in Canada" 36(1) *Florida State University Law Review* 79.