

**CANADIAN SCHOOL OF PEACEBUILDING
CANADIAN MENNONITE UNIVERSITY**

**Human Rights and Peace
PCTS/POLS-2950/3
*SESSION I: JUNE 15-19, 2015***

Course Syllabus

INSTRUCTOR: Clint Curle, PhD (Carleton)

TIMES: JUNE 15-19, 9am-5pm

E-MAIL: clint.curle@gmail.com

VOLUNTARY WITHDRAWAL DATE

July 15, 2015 is the final date to withdraw from this course without academic penalty.

COURSE DESCRIPTION

In the aftermath of the Second World War, the United Nations introduced universal human rights as a means of achieving world peace. In this course we examine the potentials of human rights concepts and practices to contribute to peace. We will approach the question through several angles, including the drafting process of the Universal Declaration of Human Rights and the formation of the United Nations, key human rights concepts, controversies in rights theory, the ways international and regional human rights mechanisms work in practice, and the use of human rights norms as a legitimization of armed conflict, and the role of civil society in human rights promotion.

The course is offered either for training or for 3 hours of academic credit.

REQUIRED TEXTS (Student must order these online, ahead of time)

Mertus, Julie and Jeffrey W. Helsing (eds). *Human Rights and Conflict: Exploring the Links between Rights, Law, and Peacebuilding*. Washington, DC: U.S. Institute of Peace, 2006.

- Available through one of the following:

- <http://amazon.ca>,

- <http://amazon.com>,

- <https://bookstore.usip.org>

- <http://books.google.com>

See the Schedule and Topics section below for additional assigned readings (links provided).

TEACHING METHODS & ASSUMPTIONS ABOUT LEARNING

In addition to lectures, there will be opportunity for interactive exercises, role plays, exploring case studies, small group activities, and student interaction. Students will be expected to keep up with readings and actively engage in class activities.

COURSE REQUIREMENTS (for credit)

The following are the general outlines of requirements for those taking the class for credit. Others are encouraged to read as much as possible, however, in order to receive maximum benefit from the course.

Human Rights and Peace PCTS/POLS 2950/3

Assignments can be submitted in person during the course or via email to the instructor, clint.curle@gmail.com.

ASSIGNMENTS	DUE DATE	VALUE
International Bill of Human Rights assignment	June 15, 2015	20%
Response Paper 1	July 3, 2015	20%
Response Paper 2	July 10, 2015	20%
Response Paper 3	July 17, 2015	20%
Seminar Presentation	June 16-19, 2015	10%
Participation	June 15-19, 2015	10%

ASSIGNMENT DESCRIPTIONS (for credit)

1. International Bill of Human Rights assignment

Read the three main documents that make up the International Bill of Human Rights, excluding the optional protocols:

- The Universal Declaration of Human Rights
(<http://www1.umn.edu/humanrts/instree/b1udhr.htm>)
- The International Covenant on Civil and Political Rights
(<http://www1.umn.edu/humanrts/instree/b3ccpr.htm>)
- The International Covenant on Economic, Social and Cultural Rights
(<http://www1.umn.edu/humanrts/instree/b2esc.htm>)

Based only on your reading of these documents, with no additional research required, answer the following:

1. In your own words, summarize the Universal Bill of Rights in a single paragraph of no more than 150 words.
2. What is the Universal Bill of Rights trying to accomplish?
3. How do the three documents relate to each other?
4. Drawing on your own personal and professional experience, select four specific Articles of your own choice in any of the three documents and discuss the implications these Articles might have for peacebuilding.

Due Date: June 15

Length: 4 pages

Percentage of Final Grade: 20%

2. Response Paper Assignments (three)

Students will submit three 4-page critical Response Papers based on any reading assigned for the course. Begin by providing a brief summary of the reading - at most one-and-a-half pages. The remainder of your paper will be devoted to a critical reflection on the article. Personal reactions are welcome, but you must go beyond a mere statement of opinion. Consider using close readings, theoretical critiques, or exploratory extensions of the ideas and experiences expressed in the reading. Try to make connections with what we are talking about in class.

In preparing your Response Paper the following questions may be helpful. You are NOT required to answer all of these questions in your paper; their purpose is to stimulate your thinking.

- How does the reading call into question what you formerly thought about peace and human rights?
- Does the reading expand your understanding of a key concept, theory or practice associated with human rights and/or peace?
- How does the reading harmonize or conflict with other material you have read?

Human Rights and Peace PCTS/POLS 2950/3

- What questions does the article leave you asking about human rights and peace?
- Are there ideas in the chapter which you can develop further or apply to specific situations?

You may adopt an informal citation style for the Response Papers, using parenthetical page numbers to refer to specific passages in the reading.

Due Date: June 19, 26 & Aug 3 Length: 4 pages x 3 Percentage of Final Grade: 20% x 3=60%

3. Seminar Presentation

Each student will present one of the assigned readings to the class. This involves a verbal summary of the text, some reflections upon it, and two questions to launch our discussion. Be creative! The best presentations are accurate, concise, engaging and thought-provoking. You will be graded on the content and delivery of the material as well as your discussion questions. You should plan for a half-hour presentation, **including** class discussion of your questions. We will draw up a schedule for student presentations on the first day of class; students who are absent on the first day of class will be assigned a presentation date.

Due Date: June 16-19 Length: n/a Percentage of Final Grade: 10%

4. Class Participation

All students are expected to not only attend class, but also to participate in an enthusiastic and informed manner in our class discussions. The participation grade is based on attendance and quantity and quality of discussion contributions.

Due Date: June 16-19 Length: n/a Percentage of Final Grade: 10%

STYLISTIC REQUIREMENTS

CMU as adopted the following as its standard guide for all academic writing:

Hacker, Diana. *A Pocket Style Manual*. Sixth edition. Boston and New York: Bedford/St. Martin's, 2012.

Students should acquire this handbook (available at the CMU bookstore) and an up to date dictionary as reference tools for all written assignments. See "Guidelines for Academic Writing at CMU" in the CMU *Student Handbook* for more information.

- The final paper should follow an accepted academic format for citations, bibliography, etc. (e.g. APA, Chicago). You may choose the format but whichever you use, be sure to use it properly and consistently.
- Please put a title page on all papers
- Number the pages of your paper.
- 12-point font, Times New Roman, Double space all papers.
- Staple the paper together. Please do not use plastic folders.
- Type the papers and check for spelling and grammar before you turn them in.

EVALUATION

Human Rights and Peace PCTS/POLS 2950/3

In general, I expect you to *follow the guidelines* of the assignment and to discuss deviations from them with me before turning it in. In evaluating your work, *quality* is more important than quantity. I appreciate creativity, clear expression of ideas, evidence of engagement with the reading and class sessions, and projects that are of real interest and value to you.

In your papers, be sure to avoid any form of *plagiarism*. If you have doubts about what is appropriate, a useful website is <http://www.indiana.edu/~istd/>. Plagiarism is a serious issue and will result in grade reduction or action by the university (see university policy on this).

Good communication skills are essential for justice and peacebuilding work. Students will be expected to communicate knowledgeably, clearly, effectively, concisely and persuasively. All written work should be well informed, well organized and well documented.

Each completed assignment will be given a numerical grade (according to its value toward the final grade) and the corresponding letter grade. The final mark for each student is determined by the sum total of all numerical grades, which is then assigned a letter grade according to the scale below.

LETTER GRADE/PERCENTAGE SCALE

Letter Grade	Percentage	Grade Points	Descriptor
A+	90-100	4.5	Exceptional
A	80-89	4	Excellent
B+	75-79	3.5	Very Good
B	70-74	3	Good
C+	65-69	2.5	Satisfactory
C	60-64	2	Adequate
D	0-49	0	Failure

<u>Criteria</u>	A - Excellent	B - Competent	C - Below Expectations
CONTENT (quality of the information/ideas and sources/details used to support them)	- has clarity of purpose - has depth of content - displays insight or originality of thought -demonstrates quality and breadth of resources	- has clarity of purpose - has substantial information and sufficient support - contains some originality of thought -uses quality resources	- has clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - has little originality of thought -uses mostly quality resources
STRUCTURE (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	- is coherent and logically developed -uses smooth transitions	- is coherent and logically (but not fully) developed -has some awkward transitions

CONVENTIONS (appearance of the writing: sentence structure, usage, mechanics, documentation)	- has virtually no errors of conventions	- has minimal errors of conventions	- is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
STYLE (personality of the writing: word choice, sentence variety, voice, attention to audience)	- is concise, eloquent and rhetorically effective -has nicely varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression -has some variation in sentence structure -is generally enjoyable to read	- has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés -has little variation in sentence structure -is not very interesting to read

NOTE: The *CMU Student Handbook* is a useful guide for further information on CMU policies regarding grades, academic misconduct, and appeals. Grades are not final until vetted and approved by the Dean's Office.

Accessibility Programs

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. If you are eligible for these services or have questions about becoming eligible, please contact Sandra Loeppky, Coordinator of Accessibility Programs at sloepky@cmu.ca or 204.487.3300 x.340.

SCHEDULE AND TOPICS & Readings List- Draft– Subject to change

Monday

morning Intersections between human rights and conflict resolution
 - Mertus, Julie and Jeffrey Helsing. "Introduction: Exploring the Intersection between Human Rights and Conflict." *Human Rights and Conflict*

afternoon

- The Concept of Human Rights
- Avruch, Kevin. "Culture, Relativism and Human Rights," in *Human Rights and Conflict* (including comment by Ram Manikkalingam), 97.
 - The International Bill of Human Rights
 - o UDHR: <http://www1.umn.edu/humanrts/instree/b1udhr.htm>,
 - o ICCPR: <http://www1.umn.edu/humanrts/instree/b3ccpr.htm>,
 - o ICESCR: <http://www1.umn.edu/humanrts/instree/b2escr.htm>.

Tuesday

- morning Human Rights and Conflict Intensification
- Lund, Michael. "Human Rights: A Source of Conflict, State Making and State Breaking," in *Human Rights and Conflict*, 39.
 - Schirch, Lisa. "Linking Human Rights and Conflict Transformation: a Peacebuilding Framework," in *Human Rights and Conflict*, 63.

afternoon Case Study on Human Rights and Conflict Intensification: Canada

- Ayana, James. "Report of the Special Rapporteur on the Rights of Indigenous Peoples: The Situation of Indigenous Peoples in Canada," at <http://www.unsr.jamesanaya.org/docs/countries/2014-report-canada-a-hrc-27-52-add-2-en.pdf>
- Native Women's Association of Canada. The Canadian Human Rights Act and Aboriginal Women: Executive Summary Report and Focus Groups Recommendations (March 2011) at <http://www.nwac.ca/sites/default/files/imce/WEBSITES/201107-12/chra20110789731.pdf>

Wednesday

morning Human Rights and Armed Conflict

- Slim, Hugo. "Claiming a Humanitarian Imperative: NGO's and the Cultivation of Humanitarian Duty," *Human Rights and Conflict* (including Comment by Jonathan Moore), 159
- Evans, Gareth. "From Humanitarian Intervention to the Responsibility to Protect," Keynote Address to Symposium on Humanitarian Intervention, University of Wisconsin-Madison, Mar. 31, 2006 at https://www.fh-muenster.de/humanitaere-hilfe/downloads/Evans_-_Responsibility_To_Protect.pdf
- Paust, Jordan. "Human Rights, Terrorism, and Efforts to Combat Terrorism," in *Human Rights and Conflict* (including comment by David Stewart), 239.

afternoon Case Study on Human Rights and Armed Conflict: Kosovo

- Independent International Commission on Kosovo, *The Kosovo Report: Conflict, International Response, Lessons Learned* (2000) at <http://reliefweb.int/sites/reliefweb.int/files/resources/F62789D9FCC56FB3C1256C1700303E3B-thekosovoreport.htm>
- Falk, Richard. "Humanitarian Intervention after Kosovo," in *Human Rights and Conflict* (including comment by Thomas Weiss), 209.

Thursday

morning Human Rights, post-conflict trials and TRC's

- Nesiiah, Vasuki. "Truth vs. Justice? Commissions and Courts," in *Human Rights and Conflict* (including comment by Richard Wilson), 375.
- Laplante, Lisa. "Transitional Justice and Peace Building: Diagnosing and Addressing the Socioeconomic Roots of Violence through a Human Rights Framework," *2:3 International Journal of Transitional Justice* (2008), 331 at <http://intl-ijtj.oxfordjournals.org/content/2/3/331.full>

afternoon Trip to the Canadian Museum for Human Rights

Friday

morning Case Study on Post-Conflict Trials and TRC's: Sierra Leone

- Shabas, William. "Amnesty, the Sierra Leone Truth and Reconciliation Commission and the Special Court for Sierra Leone," *University of California, Davis Journal of International Law & Policy* 11 (2004), 145 at http://www.rolc.sc.edu/sites/rolc.sc.edu/files/attachments/Schabas-Amnesty_0.pdf
- Shaw, Rosalind. "Rethinking Truth and Reconciliation Commissions: Lessons from Sierra Leone," *United States Institute of Peace Special Report* 130 (2005), at <http://www.usip.org/sites/default/files/resources/sr130.pdf>

afternoon Human Rights and Community Peacebuilding

- Lord, Janet and Nancy Flowers, "Human Rights Education and Grassroots peacebuilding," in *Human Rights and Conflict*, 431.

Human Rights and Peace PCTS/POLS 2950/3

- Holland, Tracey. "Human Rights Education in Peace-building: A Look at Where the Practice Has Come from, and Where It Needs to Head," Human Rights & Human Welfare Working Paper 62 (2010) at <http://www.du.edu/korbel/hrhw/workingpapers/2010/62-holland-2010.pdf>

Note: Coffee Breaks are normally 10:30-11:00 am and 3:30-4 pm.

DRAFT