



**I. COURSE DESCRIPTION:**

This course will provide students with a foundational understanding of human rights principles and practices which will enable students to form their own values, opinions and strategies for integrating a human rights framework in to their work as peace builders. The principles and ethics of advocacy will be discussed and fundamental human rights documents will be introduced and evaluated as useful tools for advocacy work. Students will be able to identify fundamental civil, political, social, cultural and economic rights for the purpose of promoting and protecting the fundamental rights and freedoms of the communities they serve. The history of the human rights movement will be studied and controversies in human rights such as universalism versus cultural relativism, human rights and the war on terror, and the enforceability of rights will be examined. The course will also explore the application of human rights principles and frameworks in a variety of contexts for students to understand the mechanisms of integrating a rights-based approach into their personal, professional and community lives.

Here are a few quotations that set the tone for Human Rights Advocacy...

*“Today's human rights violations are the causes of tomorrow's conflicts.”* (Mary Robinson)

*“The Earth is the mother of all people and all people should have equal rights upon it.”*  
(Chief Joseph)

*“In the future, human rights will be increasingly a universal criterion for designing ethical systems.”*  
(Mahnaz Afkhami)

*“Peace, development and human rights are essentially inter-related, inter-dependent and indivisible.”*  
(Theo van Boven)

*“Peace can only last where human rights are respected, where the people are fed, and where individuals and nations are free.”*  
(14th Dalai Lama)

*“The idea of cultural relativism is nothing but an excuse to violate human rights.”*  
(Shirin Ebadi)

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:**

**Upon successful completion of this course, the student will demonstrate the ability to:**

**1. Explain fundamental human rights from various perspectives.**

Potential Elements of the Performance:

- Discuss civil, economic, cultural, social and political rights
- Distinguish between governing bodies and institutions concerned with human rights
- Summarize documents, texts and works of literature from a human rights-based position

**2. Outline historical and contemporary human rights movements.**

Potential Elements of the Performance:

- Recognize various human rights groups and figures
- Discuss different methods and practices employed by human rights activists against social injustice
- Describe how injustice and conflict lead to human rights violations

**3. Analyze and evaluate various issues and controversies in human rights.**

Potential Elements of the Performance:

- Review the enforceability of rights and state imposed norms of behaviour
- Research gender inequalities and group discrimination
- Criticize policies of ethnic cleansing, genocide and slavery
- Critique values, opinions and strategies for resolving/mitigating human rights violations

**4. Apply and relate human rights principles and frameworks to contemporary conflicts from around the world.**

Potential Elements of the Performance:

- Review case studies involving human rights violations
- Analyze the connection between poverty, health and human rights
- Consider the application and limitations of a human rights framework

5. **Incorporate a rights-based advocacy approach into personal, professional and community relationships**

Potential Elements of the Performance:

- Apply advocacy tools, methods and practices
- Integrate a variety of rights-based theories, principles and ethics
- Formulate advocacy strategies which promote a culture of peace

**III. TOPICS MAY INCLUDE:**

Note: These topics sometimes overlap several areas of skill development and are not necessarily intended to be explored in isolated learning units or in the order below.

1. Universal Rights
2. Cultural Relativism
3. Universalism
4. Slavery/Slave Trade
5. Group Rights
6. Gender Inequality
7. Discrimination
8. Ethnic Cleansing

**IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**

There is no specific textbook for this course. The instructor will provide supplemental handouts, essays, online material, etc. throughout the semester. There may also be additional reading material/textbooks available at the Sault College Library reserve desk.

**V. EVALUATION PROCESS/GRADING SYSTEM:**

Assignments	30%
Midterm	30%
Research Proposal	10%
Research Report	30%
Total	100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.***

## **VI. SPECIAL NOTES:**

### Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

## **VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum located on the portal form part of this course outline.