

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
- Create an advocacy campaign or advocacy action plan

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 and Group Rights
2. Cultural Relativism and Universalism
3. Inequality and Discrimination
4. Canadian Charter of Rights and Freedoms
5. Empowering Strategies and Advocacy

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: For such reasons as program field placement, certification, and/or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade. Students require 2.0 GPA (Grade Point Average) in order to graduate from Sault College.

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:

1. Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

2. Retention of Course Outlines:
It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

3. Prior Learning Assessment:
Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Substitute course information is available in the Registrar's office.

4. Accessibility Services:
If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Accessibility Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

5. Communication:
The College considers *Desire2Learn (D2L)* as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of this Learning Management System (LMS) communication tool.

6. Academic Dishonesty:
Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

7. Tuition Default:

Students who have defaulted on the payment of tuition (tuition has not been paid in full, payments were not deferred or payment plan not honoured) as of the first week of November (fall semester courses), first week of March (winter semester courses) or first week of June (summer semester courses) will be removed from placement and clinical activities due to liability issues. This may result in loss of mandatory hours or incomplete course work. Sault College will not be responsible for incomplete hours or outcomes that are not achieved or any other academic requirement not met as of the result of tuition default. Students are encouraged to communicate with Financial Services with regard to the status of their tuition prior to this deadline to ensure that their financial status does not interfere with academic progress.

8. Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations, in addition to announcements, news, academic calendar of events, class cancellations, your learning management system (LMS), and much more. Go to <https://my.saultcollege.ca>.

9. Recording Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.