

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:

The professor will provide supplemental handouts, essays, online material, etc. throughout the semester. There will also be additional online reading material/videos available via the Sault College Library website.

Additional textbooks may be required, please see professor for more details.

Recommended: VeneKlasen, L. (2008). *A New Weave Of Power, People And Politics: The Action Guide For Advocacy And Citizen Participation*. Practical Action Publishing. (ISBN:9781853396441)

V. EVALUATION PROCESS/GRADING SYSTEM:

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

Note: For such reasons as program filed 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.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	
A	80 – 89%	4.00
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00

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.

If a faculty member determines that a student is at risk of not being successful in their academic pursuits and has exhausted all strategies available to faculty, student contact information may be confidentially provided to Student Services in an effort to offer even more assistance with options for success. Any student wishing to restrict the sharing of such information should make their wishes known to the coordinator or faculty member.

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 in D2L and on the portal form part of this course outline.