Senate Curriculm Committee Meeting

September 28, 2016   8:30 am in 324 ECH

1. Welcome and a decision regarding Senate Curriculum Committee Meeting Minutes for the academic year 2016-2017.

2. The Chair will report on SCC matters (September Report to Senate and ongoing items).

3. Department of Anthropology
3.1 New Course Proposal: ANTH 3463 Psychological Anthropology

1. Type of proposal

This course is to become a regular offering in the Department of Anthropology

2. Course Name and Proposed Number

Psychological Anthropology (ANTH 3463)

3. Calendar Description

This course introduces students to psychological anthropology, a major sub-field of cultural anthropology. Though similar to cultural and cross-cultural psychology in that it studies how thought, emotion, and experience relate to social and cultural processes, psychological anthropology is distinct from these fields in psychology in its emphasis on the ethnographic method. Though prior basic familiarity with cultural anthropology is an asset, no other previous knowledge is necessary in order to succeed in this course.

Prerequisites: no prerequisite

4. Theme or Category Grouping

The course should be included under regular courses in the Calendar

5. Impact on Programme Requirements

This course will not impact on the list of requirements or options for the Minor, Major, or Honours programmes in the Calendar

6. Cross-listing

This course is to be cross-listed with the Department of Psychology (written approval from the Chair of the Department of Psychology is appended)

7. Rationale for the Course

The role the course will play in the Department's curriculum: This elective course will enrich our program and course offerings in an area which has not only had a defining role in cultural in anthropology since its beginnings, but continues to have a relevance to contemporary problems and issues. Psychological anthropology engages at various levels with subjects that speak to students such as indigenous conceptions of mental health and illness, trauma, self-harm, eating disorders, and personality disorders. Completing this course will result in an enhanced sensitivity to cultural values different from students' own which coincides with the major aims of undergraduate education in anthropology. In addition, the course will likely attract not only anthropology, but also psychology, majors, highlighting the value of a double major in anthropology.

Course will complement, rather than overlap with, courses in cross-cultural and cultural psychology courses in the Department of Psychology, especially those on personality, emotion, cognition, perception, and the self: Though it shares with cross-cultural and cultural psychology an interest in the interrelationship between culture and individual psychology, psychological anthropology is fundamentally an anthropological discipline with its questions and methods grounded in anthropology and, specifically, in ethnographic fieldwork. Thus, like all ethnographic fields of study, psychological anthropology aims at a rich contextual understanding of ethnopsychologies - indigenous conceptions of personal identity, selfhood, subjectivity, memory, consciousness, emotion, motivation, cognition, and mental health. An important consequence of this epistemology is that psychological anthropology often questions the universal applicability of Western psychological models and constructs.

8. Instructor's name

Dr. Csilla Dallos

9. Course Description

This course is an introduction to psychological anthropology, the sub-field of cultural anthropology that focuses specifically on the relationships between cultural and psychological fields. Since its beginnings, cultural anthropology has operated on the intuitive understanding that culture and individual psychologies are closely interconnected and that individual selves cannot be understood without reference to culture and, vice versa, that culture cannot be understood without considering the human mind in general and the mind of individuals in particular. In spite of this recognized connectedness, anthropologists and psychologists have approached the common boundary of their disciplines from different perspectives and epistemological traditions: while cultural and cross-cultural psychology has been operating within a psychological framework and employed psychological methodology, psychological anthropology has used the epistemology of anthropology and the ethnographic method. Thus, while psychological anthropologists often study similar topics and themes as psychologists, because they do so from different angles, they often end up asking questions that challenge concepts and constructs most psychologists in the West would take for granted.

In the course we will focus on ways in which findings in psychological anthropology can be used to challenge and complement theories and research in psychology. We will begin with a historical overview of the discipline as a specific subfield of anthropology, its roots in psychoanalysis, the

development of the culture and personality school, and move toward more contemporary approaches and directions in the discipline. In addition to a focus on theoretical perspectives in psychological anthropology, including attempts at both sides to reconcile psychology and anthropology, we will also address methodological issues unique to psychological anthropology especially the ethnographic genre of *person-centered ethnography*. Anthropology has uniquely excelled at answering interpretive questions about the relationship between culture and the lives of individuals. One of its most attractive features is that it allows us to step outside of the confines of our own culture and upbringing, our own "normal," and entertain the idea of what it is like to be a person in a culture different from our own, that is, to be able to imagine a different "normal" from our own. Psychological anthropology and person-centered ethnography likewise have concentrated on an experiential understanding of what it is like to be a person living in a culture with different values and perceptions from our own. In the second part of the course we will explore such worldviews by focusing on ethnographic studies in the areas of human cognition, perception, personality, socialization practices, mental health, and the relationship between the individual and culture and drawing our own theoretical conclusions during discussions. Though having a preliminary understanding of cultural anthropology is preferable, there are no other prerequisites, and students from both disciplines are welcome.

10. Evaluation System

Midterm exam containing short answer and essay questions (covering the material in the first part of the course) - 25%

Reflection papers based on course readings preparing students for class discussions, to be handed in in class – 10%

2 Take-home exam papers: students turn 2 of their reflection papers into critical essays completed at home (5 pp each) focusing on a key issue, incorporating notes and perspectives from class discussions, with a possibility of using outside sources – 20% each (40%)

Interview-based research project: students will conduct a series of person-centered ethnographic interviews related to course themes and write a 9 ± 2 pp. double-spaced page paper profiling their interviewee – 25%

11. Possible course texts and other materials

Articles and book chapters used in the course

Allard, Olivier (2013) "To cry one's distress: death, emotion, and ethics among the Warao of the Orinoco delta" *Journal of the Royal Anthropological Institute* 19(3):545-61.

Benedict, Ruth (1934) "Anthropology and the abnormal" *Journal of General Psychology* 10:59-80.

Bennardo, Giovanni (2014) "Space and culture: giving directions in Tonga" *Ethos* 42(3):253-276.

Boas, Franz (1910) "Psychological problems in anthropology" *American Journal of Psychology* 21:371-84.

Calabrese, Joseph D. (2008) "Clinical paradigm clashes: ethnocentric and political barriers to Native American efforts of self-healing" *Ethos* 36(3):334-353.

Cashdan, Elizabeth A., and Frank Marlowe (2012) "Sex differences in spatial cognition among Hadza foragers" *Evolution and Human Behavior* 33(4):274-284.

Castillo, Richard (1991) "Divided consciousness and Enlightenment in Hindu Yogis" *Anthropology of Consciousness* 2:1-6.

Desarlais, Robert (2014) "Liberation upon hearing: voice, morality, and death in a Buddhist world" *Ethos* 42(1):101-118.

Genz, Joseph (2014) "Complementary of cognitive and experiential ways of knowing the ocean in Marshallese navigation" *Ethos* 42(3):332-351.

Hollan, Douglas (2005) "Setting a new standard: the person-centered interviewing and observation of Robert I. Levy" *Ethos* 33(4):459-466.

Kirmayer, Lawrence (1989) "Cultural variations in the response to psychiatric disorders and emotional distress" *Social Sciences and Medicine* 29:327-39.

Koen, Benjamin D. (2013) "My heart opens and my spirit flies": musical exemplars of psychological flexibility in health and healing" *Ethos* 41(2):174-198.

Linger, Daniel T. (2010) "What is like to be someone else?" *Ethos* 38(2):205-229.

Marano, L. (1985) "Windigo psychosis: the anatomy of an emic-etic confusion" in R. Simons and C. Hughes (eds) *The Culture-Bound Symptoms*. Dordrecht, Netherlands: D. Reidel.

Nordin, Andreas (2011) "The cognition of hardship in Himalayan pilgrimage" *Numen* 58(5/6):632-73.

Odden, Harold L. (2009) "Interactions of temperament and culture: the organization of diversity in Samoan infancy" *Ethos* 37(2):161-180.

Quinn, Naomi, and Dorothy Holland (1987) "Culture and cognition" in D. Holland and N. Quinn (eds) *Cultural Models in Language and Thought*. Cambridge: Cambridge University Press.

Postert, Christian (2012) "Emotion in exchange: situating Hmong depressed mood in social context" *Ethos* 40(4):453-475.

Seligman, Rebecca (2010) "The unmaking and making of self: embodied suffering and mind – body healing in Brazilian Candomblé" *Ethos* 38(3):297-320.

Shweder, Richard, and Edmund Bourne (1984) "Does the concept of the person vary cross-culturally?" in R. Shweder and R. LeVine (eds) *Culture Theory: Essays on Mind, Self and Emotion*. Cambridge: Cambridge University Press.

Spiro, Melford (1993) "Is the Western conception of the self 'peculiar' within the context of world cultures?" *Ethos* 21:107-53.

Wellenkamp, J. (1988) "Notions of grief and catharsis among the Toraja" *American Ethnologist* 15:486-500.

Journals

Ethos

Transcultural Psychiatry

Web sites

Society for Psychological Anthropology: http://spa.americananthro.org/

Ethos (journal for SPA): http://spa.americananthro.og/?pageid=27

Documentaries

"Ngaben: Emotion and Restraint in the Balinese Heart" (Robert Lameson)

12. Bibliography

All documents listed in the bibliography are available at the Harriet Irving Library (UNB).

Further articles

Apud, Ismael (2015) "Ayahuasca from Peru to Uruguay: ritual design and redesign through distributed cognition approach" *Anthropology of Consciousness* 26(1):1-27.

Beatty, Andrew (2010) "How did it feel for you? Emotion, narrative, and the limits of ethnography" *American Anthropologist* 112(3):430-43.

Briggs, Jean (1987) "In search of emotional meaning" *Ethos* 15:8-15, 13, 12.

Carlise, Steven (2012) "Creative sincerity: Thai Buddhist karma narratives and the grounding of truths" *Ethos* 40(3):317-340.

Cohen, Emma, and Justin L. Barrett (2008) "Conceptualizing spirit possession: ethnographic and experimental evidence" *Ethos* 36(2):246-267.

Conklin, Beth A., and Lynn M. Morgan (1996) "Babies, bodies, and the production of personhood in North America and a native Amazonian society" *Ethos* 24:657-94.

Csordas, Thomas (2009) "Growing up charismatic: morality and spirituality among children in a religious community" *Ethos* 37(4):414-440.

Daidoji, Keiko (2013) "Treating emotion-related disorders in Japanese traditional medicine language, patients and doctors" *Culture, Medicine and Psychiatry* 37(1):59-80.

Hayasi, Akiko, and Joseph Tobin (2011) "The Japanese preschool's pedagogy of peripheral participation" *Ethos* 39(2):139-164.

Hollan, Douglas (2014) "From ghosts to ancestors (and back again): on the cultural and psychodynamic mediation of selfscapes" *Ethos* 42(2):175-197.

Ingham, John (2015) "Dreaming about love and danger: a holistic bioevolutionary perspective on personality, politics, and culture" *Ethos* 43(3):221-246.

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Kumagai, Hisa, and Arno Kumagai (1986) "The hidden 'I' in Amae: 'Passive love' and Japanese social perception" *Ethos* 14:305-20.

Kurtz, Stanley (1991) "Polysexualization: a new approach to Oedipus in the Trobriands" *Ethos* 19:68-101.

Lindholm, Charles (1997) "Does the sociocentric self exist? Reflections on Markus and Kitayama's 'culture and the self'" *Journal of Anthropological Research* 53:405-22.

Lock, Margaret, and Nancy Scheper-Hughes (1987) "The mindful body" *Medical Anthropology Quarterly* 1:6-41, 7.

Lohman, Roger (2000) "The role of dreams in religious enculturation among the Asabano of Papua New Guinea" *Ethos* 28(1): 75-102.

Mageo, Jeannette-Marie (2001) "Dream-play and discovering cultural psychology" *Ethos* 29(2)187-217.

Markus, Hazel, and Shinobu Kitayama (1991) "Culture and the self: implications for cognition, emotion, and motivation" *Psychological Review* 98:224-53.

Mattingly, Cheryl et al. (2008) "Bruner's search for meaning: a conversation between psychology and anthropology" *Ethos* 36(1):1-28.

Mawyer, Alexander (2014) "Oriented and disoriented space in the Gambier, French Polynesia" *Ethos* 42(3):277-301.

Morisawa, Tomohiro (2015) "Managing the unmanageable: emotional labour and creative hierarchy in the Japanese animation industry" *Ethnography* 16(2):262-84.

Murray, Marjorie et al. (2015) "Apprehending volition in early socialization: raising 'little persons' among rural Mapuche families" *Ethos* 43(4):376-401.

Ohnuki-Tierney, Emiko (1980) "Shamans and *Imu* among two Ainu groups" Ethos 8:204-18.

Ozawa-de Silva, Chikako (2007) "Demystifying Japanese therapy: an analysis of Naikan and the Ajase complex through Buddhist thought" *Ethos* 35(4):411-446.

Paul, Robert A. (2010) "Yes, the primal crime did take place: a further defense of Freud's Totem and Taboo" *Ethos* 38(2):23-249.

Peters, Larry (1982) "Trance, initiation and psychotherapy in Tamang shamanism" *American Ethnologist* 9:21-46, 23.

Proskauer, Stephen (1980) "Oedipal equivalents in a clan culture: reflections on Navaho ways" *Psychiatry* 43:43-50.

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Shenton, Jeffrey et al. (2011) "Maya folk botany and knowledge devolution: modernization and intra-community variability in the acquisition of folkbotanical knowledge" *Ethos* 39(3):349-367.

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Kronenfeld, David B. (2011) *A Companion to Cognitive Anthropology*. Chichester, West Sussex: Wiley-Blackwell.

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Milton, Kay, and Maruska Svasek (eds.) (2005) *Mixed Emotions: Anthropological Studies of Feeling*. Oxford: Berg.

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Ethnographic Monographs

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Book Chapters

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4. Human Rights Programme

Overview
This submission from the human rights program involves the following changes to the program major:

4.1 Request to revive former course:

4.1.1 HMRT 3073 – Human Rights Internship

4.2 Course number and name change:

4.2.1 Request to change HMRT-3506. Human Rights in International Relations and Foreign Policy to HMRT-3543. Human Rights and Foreign Policy

4.3 Course calendar description changes:

4.3.1 HMRT 3073 – Human Rights Internship

4.3.2 HMRT 3063 – Humanitarian Law and Human Rights

4.4. Course name changes (only):

4.4.1 HMRT 3133 – Human Rights and NGOs to HMRT 3133 – Activism and Social Justice

4.4.2 HMRT 3113 – The Charter to HMRT 3113 – The Rights Revolution in Canada

4.4.3 HMRT 3013 – Codes and Commissions to HMRT 3013 – Discrimination and the Law in Canada

4.4.4 HMRT 3063 – Humanitarian Law and Human Rights to HMRT 3063 – Genocide, War Crimes, and Crimes Against Humanity

4.5. Courses to be retired:

4.5.1 HMRT 4033 Special Topics in Human Rights: International Human Rights Law

4.5.2 HMRT 4003 Research Seminar

4.6. New course proposals (8):

      4. 6.1 HMRT 3603 Thesis Proposal

      4. 6.2 HMRT 3903 Corporate Social Responsibility

      4. 6.3 HMRT 3043 Human Rights in Theory and Practice

      4. 6.4 HMRT 4063 Honours Thesis

      4. 6.5 HMRT 2033 Non-Western Perspectives on Human Rights

      4. 6.6 HMRT 3203 Human Rights Advocacy through Social Media

      4. 6.7 HMRT 3633 Gender Expression, Sexual Orientation, and Human Rights

      4. 6.8 HMRT 2003 Research Methods

4. 7. Changes to program structure:

      4. 7.1 Request to change requirements for Major in Human Rights

Background

The human rights program continues to go through a number of changes. Last year, the program switched from requiring a second major to being a stand-alone major. We have also created a few new course options for students and made changes to our major requirements.

The human rights program remained stagnant for many years. The changes to the program that have gone through in the last two years as well as upcoming requests reflect the changed landscape in the study of human rights that has occurred but is not currently reflected in the program.

This academic year, the human rights program intends to submit an application to the Academic Planning Committee for the addition of an honours degree. As such, several new courses will be created and submitted to the SCC before the application for the honours degree can be considered, including a course on research methods, a thesis proposal course and, an honours thesis course (all included in this application).

Please note that some of the changes that follow come as a result of recommendations from the last external review of the human rights program in 2006. The recommendations by the external reviewers, as approved by Senate in 2006, have never implemented by the Human Rights Program. Suggestions that reflect specific recommendations made by the external review are noted in the application.

If approved by the SCC and the Senate, these changes will be introduced for incoming students starting in the fall of 2017.

4.1 Request to revive former course

4.1.1 Request to revive HMRT 3073 – Human Rights Internship, which first appeared in the calendar in 2004-2005 and was offered until 2007.

The human rights internship course placed students in local non-profit organizations where they worked to gain valuable experiential learning opportunities. At some point between 2007 and when I was hired at STU in 2014, the course was dropped and is no longer listed in the calendar. The human rights program would like to bring it back. Jessica Hughes in the office of experiential learning has agreed to find placements for students. A mix of in-class sessions and real world

applicability puts the course squarely in line with the goal of St. Thomas University to foster community leaders.

4.2 Course number and name changes

4.2.1 Request to change HMRT-3506. Human Rights in International Relations and Foreign Policy to HMRT-3543. Human Rights and Foreign Policy

The rationale to change this course from six to three credits is that the six credit hours is why the course has not been offered since my arrival, despite the topic aligning with my dissertation research. With a course allocation that is almost half used up by introduction to human rights courses, the human rights program cannot offer as many courses each year as we would like, thus making it difficult to ever justify putting a six credit hour course on the schedule. We would have the option to offer this course if we could offer it for one semester rather than both semesters.

As a side note, there is already a HMRT 3503. That number is taken by moot court, hence the request to change to HMRT 3543.

The rationale for the name change is to attract students who are less interested in politics and more interested in how human rights are affected by the foreign policy choices and national security concerns of nation states.

4.3 Calendar description changes

4. 3.1 Request to make changes to the course description of HMRT 3073 – Human Rights Internship

The rationale to change this course description comes from the external review of 2006 (Motion 6 to Senate). The external reviewers recommended that the internship have more assessment criteria for students as well as a more defined role for the instructor. Placing the requirement of a research paper and exit report in the course description gives students an idea of what is involved in the internship other than volunteer hours.

Former course description (when it was in calendar):

This course will provide students with exposure to the practice of human rights, encouraging them to reflect on the relationship between that experience and their formal human rights studies. Students must obtain approval from the Director of the Human Rights Programme for their participation in this course.

Proposed Course Description:
This course will provide students with exposure to the practice of human rights by *completing a supervised internship with a local nongovernmental organization. Students will be required to complete a detailed exit report and research paper that encourages* them to reflect on the relationship between that experience and their formal human rights studies. ~~Students must obtain approval from the Director of the Human Rights Programme for their participation in this course.~~

4.3.2 Request to make changes to the course description of HMRT 3063 – Humanitarian Law and Human Rights

Current course description:

This course will examine the historical development of humanitarian law and the relationship with human rights. It will study the principal actors in the administration of humanitarian law and human rights. Students will explore the protection of victims and their fundamental rights in emergency situations, the rights and duties of aid organizations and their personnel, the changing role of humanitarian law in the light of terrorism and international crime. The course will review the enforcement of rights and duties as well as the mechanisms available under general international law, human rights law, and international humanitarian law.

Proposed course description:

This course will examine ~~the historical development of humanitarian law and the relationship with human rights. It will study the principle actors in the administration of humanitarian law and human rights~~ *strategies to prevent, investigate and punish genocide, war crimes and crimes against humanity.* Students will explore the protection of victims and their fundamental rights in emergency situations, the rights and duties of ~~aid organizations and their personnel, the changing role of humanitarian law in the light of terrorism and international crime. The course will review the enforcement of rights and duties as well as the mechanisms available under general international law, human rights law, and international humanitarian law~~ *relevant stakeholders, and the role of international law in addressing grievous human rights violations.*

Description change rationale**:** The addition of the words genocide, war crimes, and crimes against humanity in the course description is simply to clarify the contexts in which humanitarian law is applied. Humanitarian laws are international laws that are applied in times of armed conflict. The previous course description included general international law, human rights law and international humanitarian law, but each of those words mean the same thing in the context of the application of humanitarian law.

While much text was removed and replaced with a shorter course description, it was for clarity purposes. The content of the course remains the same. The current calendar description is unnecessarily wordy and repetitive. For instance, the umbrella "international law" encompasses "general international law, human rights law, and international humanitarian law". Another example eliminating the need for the last sentence by adding the word "punish" (i.e. to enforce) to the first sentence. We believe these changes do not make this a new course. These changes just reflect how the course has been taught in the recent past. We want students registering for the course to know what it is about when deciding to enroll. Humanitarian Law is about the application of international law to the gravest of human rights violations that have been designated as genocide, war crimes, and crimes against humanity.

4.4 Course name changes

4.4.1 Request to rename HMRT 3133 – Human Rights and NGOs to HMRT 3133 – Activism and Social Justice

The rationale for the course name change is that when registering, students do not necessarily know what an NGO is and it may detract from potential enrollment. The name change to Community Activism also better reflects what is expected of students as there is an experiential learning component to the course that see students involved in their local community.

4.4.2 Request to rename HMRT 3113 – The Charter to HMRT 3113 – The Rights Revolution in Canada

The rationale for the course name change comes from the external review of 2006 (Motion 13 to Senate). The name change is to better highlight what the course is about. The course is not about the Charter specifically, but rather is about the rights revolution that emerged in Canada with the adoption of the Charter and how landmark decisions of the Supreme Court of Canada affect our daily lives. (Short name: The Rights Revolution)

4.4.3 Request to rename HMRT 3013 – Codes and Commissions to HMRT 3013 – Discrimination and the Law in Canada

The rationale for the course name change is, like the Charter, to better offer students an understanding of what the course is about. This request also comes as a result of the external review from 2006 (Motion 12 to Senate). The course covers more than just an analysis of Codes and Commissions in Canada. Furthermore, students may not even know what Codes and Commissions means. (Short name: Discrimination and the Law)

4.4.4 Request to rename HMRT 3063 – Humanitarian Law and Human Rights to HMRT 3063 – Genocide, War Crimes, and Crimes Against Humanity

The rationale for the course name change is to reflect the reality of what type of issues are encompassed by the umbrella term of humanitarian law. Humanitarian Law encompasses human rights treaties that kick in when atrocities during war occur. The types of atrocities during war that are most covered from a human rights perspective are, in fact, genocide, war crimes, and crimes against humanity. As such, by changing the course title from Humanitarian Law and Human Rights to Genocide, War Crimes and Crimes Against Humanity, students will have a better understanding of what is covered in the course.

This name change also allows for greater flexibility in terms of what the course offers to students when offered. What we mean is that when an instructor sees humanitarian law, they may think the Geneva Conventions and believe that is all they are allowed to focus on. With a broader range of international crimes against human rights being within the scope of the course, as depicted by the current course description and the proposed course description, a greater number of faculty may recognize they are indeed qualified to teach the course. Since the human rights program is so dependent on adjunct professors, it is especially important that each of our course titles accurate depict what is expected in the calendar description to increase the chances of finding qualified part-time instructors.

4.5 Courses to be retired

4.5.1 HMRT-4033. Special Topics in Human Rights: International Human Rights Law

Calendar Description: This course will be part of a study abroad programme at the China University of Politics and Law (CUPL). Students will participate in a two week long Summer Program in Human Rights. Lecturers are drawn from the international human rights community and topics and lectures vary year to year, with an emphasis on international human rights. Students who successfully complete this course may count it as three credit hours towards the area of Institutions and Applications under the Human Rights Program.

Rationale to retire course: The program at the CUPL no longer exists, therefore the course can never be offered. We have another course number for special topics in human rights (HMRT 4043).

4. 5.2 HMRT-4003 Research Seminar

Calendar description: Students in this course will do a research project in human rights under the supervision of the instructor. The course will begin with a general introduction to the aims and methods of research projects. Students will be expected to present periodic reports on the status of their work. The course is normally reserved for students in their final year of the human rights Major.

Rationale to retire course: The rationale to retire this course is that the human rights program would like students in the program to learn about aims and methods of research projects much earlier than their fourth year of study. Furthermore, an advanced research project in human rights is a large component of the Capstone Seminar, therefore students majoring in human rights will still be required to conduct advanced research in their fourth year, but will also have the added benefit of doing real research with an ability to understand methods of research much early.

4.6 New course proposals

There are two separate rationales for these new course proposals. The Thesis Proposal and Honours Thesis course proposals are required as a step in having an honours program added to the Human Rights Program.

(Update): I respectfully request that the SCC approve these honours-related courses contingent on the approval of the honours program by Academic Planning Committee. The APC is meeting on Monday, October 3rd.

The creation of a theory course stems from the 2006 external review (Motion 4 to Senate) that request a course to compliment Philosophy of Human Rights and allow for more discussion of critical perspectives on human rights.

The creation of the Methods course was born out of a desire for our students to learn research methods before their final year of study. This course will also be required for all major and honours students in the Program.

Finally, the creation of courses on Business and Corporations, Gender Expression, Non-Western Perspectives, and Social Media all reflect a request for and a need to expand our course offerings for students, also as pointed out in the 2006 external review of the program (p. 4 of Dr. Wayne MacKay's external review).

If anyone on the SCC would like to see a copy of the external review from 2006, I would be happy to make a copy and email it to you.

4.6.1 Proposal for new course in Human Rights: Thesis Proposal – HMRT 3603 (abbreviated title would still be Thesis Proposal).

Background. The human rights program is very keen on adding an honours program to our current offerings. There is interest among the current majors. We currently have 4 students who are completing interdisciplinary honours with a focus on human rights.

When students major in human rights, furthering their education after St. Thomas University is often a goal. With eyes on graduate work in fields like political science, history and even human rights specifically, an honours degree would make it more likely for STU students to gain entry into graduate programs.

Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This would be a new course, not one that is simply being revised. It is not a course that will replace another course.

Course name and proposed number. Thesis Proposal – HMRT 3603 (abbreviated title would be Thesis Proposal). The course would be offered each winter semester and would be a three credit hour course. Our plan, if all goes well, is to have an effective start date for the course as winter semester, 2018.

Calendar description. The purpose of this course is to guide students interested in writing an honours thesis through their initial research process. Students will develop a thesis statement, examine their methodology, conduct a literature review and write a substantial annotated bibliography. Classes will be held throughout the term to assess progress towards the completion of the proposal. A completed thesis proposal is required before moving on in the honours program.

Theme or category grouping. In the calendar, Honours Thesis Proposal would be listed under a new section called Honours in Human Rights. The thesis proposal course would be a requirement towards achieving an honours degree in the program.

Impact on program requirements. The impact on program requirements would only exist for those students choosing to do an honours degree in human rights. Students would be required to take this course in order to graduate with honours in human rights.

Cross listing. This course is not cross-listed with any other department.

Rationale for the course. This course is required to address the reality of our program. We currently have several students conducting interdisciplinary honours in human rights. The students are taking a thesis proposal course with another department to meet the requirement. An official honours degree in human rights is currently a glaring omission from the program. With interest amongst the students who currently major in the program, it makes sense to offer the option of doing honours in human rights to St. Thomas University students. Having the Senate Curriculum Committee and the Senate approve courses for an honours thesis proposal and an honours thesis will allow the program to submit the proposal required to the Academic Planning Committee to add an honours degree to the human rights program.

The thesis proposal course will help students develop the analytical and thinking skills required to move on to writing the thesis itself. Students will learn how to do real independent research and will grapple with the literature that already exists around their current research agenda.

Instructors name. Dr. Amanda DiPaolo will teach the thesis proposal course.

Course description. There will be several components to the thesis proposal course. First, students enrolled in the course will initially meet with the professor to discuss relevant tools in developing a thesis topic and annotated bibliography. Other initial class discussions will include research strategies and the literature review.

Students will be required to complete their literature review and annotated bibliography before moving on to the rest of the proposal. By the end of the semester, students will have additionally completed their theoretical framework, research design, intended analysis as well as a timeline for completion of the actual thesis in their final year of study.

Students will also be required to present their proposal in front of the program's full-time faculty as well as the thesis advisor (if outside of human rights) and answer questions.

The first complete draft of the thesis proposal must be submitted in early March, followed by a final version submitted on the last day of classes in April.

Evaluation system.

Progress Meetings – 10%
If students repeatedly miss class or one on one meetings with their advisor or they do not show progress in their research, students will be penalized.

Literature Review and Annotated Bibliography– 15%
Students will create a literature review as a component of their thesis proposal as well as an annotated bibliography. Students will address the current state of the literature in their field of study. Students are also responsible for an annotated bibliography that includes all research consulted in regard to their field of interest.

Research Question – 5%
By the end of January, students are required to submit their research question for discussion with and approval of the instructor.

Draft Thesis Proposal – 20%
A first draft of the complete proposal shall be submitted before March Break. This gives the student ample time to edit it once the professor gives initial feedback.

Final Thesis Proposal – 40%
The final version of the thesis proposal shall be due on the last day of classes in April.

Presentation of Proposal – 10%
Each student is required to present their proposal to the director of the program as well as any other full-time faculty member in human rights, as well as their advisor if the advisor comes from outside the program. Students will be required to answer questions from their professors.

Possible course texts and other materials. While students will have research on various topics thus making the research materials different with each group of students, there are books at the library on research in general as well as writing thesis proposals specifically. One or two of the following texts will be assigned to students to aid in the proposal-writing process.

Please note: *Each of the following books are currently available at the HIL.*

Francis, Bruce; Christopher Bork; Carstens, Stevens. *The proposal cookbook: A step by step guide to dissertation and thesis proposal writing.* Buffalo, N.Y. : Action Research Associates, 1979.

Glatthorn, Allan; Randy L Joyner. *Writing the winning thesis or dissertation: a step-by-step guide*. Thousand Oaks, Calif. : Corwin Press, 2005.

Mauch, James; Jack W Birch. *Guide to the successful thesis and dissertation: a handbook for students and faculty.* New York : M. Dekker, 1998.

Lipson, Charles. *How to write a BA thesis: a practical guide from your first ideas to your finished paper.* Chicago : University of Chicago Press, 2005.

Fink, Arlene. *Conducting research literature reviews: from the Internet to paper.* Thousand Oaks, Calif. : Sage Publications, 2005.

Cooper, Harris M. *Synthesizing research: a guide for literature reviews*. Thousand Oaks, Calif. : Sage Publications, 1998.

Bibliography.
Same as the texts and course material. Each text is available at the HIL.

Francis, Bruce; Christopher Bork; Carstens, Stevens. *The proposal cookbook: A step by step guide to dissertation and thesis proposal writing.* Buffalo, N.Y. : Action Research Associates, 1979.

Glatthorn, Allan; Randy L Joyner. *Writing the winning thesis or dissertation: a step-by-step guide*. Thousand Oaks, Calif. : Corwin Press, 2005.

Mauch, James; Jack W Birch. *Guide to the successful thesis and dissertation: a handbook for students and faculty.* New York : M. Dekker, 1998.

Lipson, Charles. *How to write a BA thesis: a practical guide from your first ideas to your finished*

paper. Chicago : University of Chicago Press, 2005.

Fink, Arlene. *Conducting research literature reviews: from the Internet to paper.* Thousand Oaks, Calif. : Sage Publications, 2005.

Cooper, Harris M. *Synthesizing research: a guide for literature reviews*. Thousand Oaks, Calif. : Sage Publications, 1998.

4.6.2 Proposal for new course in Human Rights: Corporate Social Responsibility – HMRT 3903 (abbreviated course title: Corporate Responsibility)

Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This would be a new course, not one that is simply being revised. It is not a course that will replace another course. It is not a course that would require a course allocation for the human rights program.

Course name and proposed number. Corporate Social Responsibility – HMRT 3903 (abbreviated title would be Corporate Responsibility). The course would be offered as a three credit hour course.

Calendar description. This course looks at the social responsibility of corporations. Students will explore equitable employment practices, the right to a healthy work environment, equal pay for equal work, protection from discrimination, harassment, and exploitation, and the right to form and join trade unions. This course explores strategies for preventing such violations, the extent to which businesses are legally obligated to respect human rights, and the type of recourse and remedies available when rights are violated.

Theme or category grouping. In the calendar, Corporate Social Responsibility would be listed as an elective.

Impact on program requirements. The impact on program requirements would only be an added option for human rights students to take a human rights course as part of their electives towards their major.

Cross listing. This course is not cross-listed with any other department.

Rationale for the course. Currently, the human rights program does not cover the role of businesses and corporations as a perpetrator of human rights violations. This is a gap in the program we are trying to close.

Instructors name. Dr. Christina Szurlej, or a qualified part-time instructor, will teach this course.

Course description. From local businesses to multinational corporations, human rights are a cornerstone of daily operations, including equitable employment practices, the right to a healthy work environment, equal pay for equal work, protection from discrimination, harassment, and

exploitation, and the right to form and join trade unions. However, the state is traditionally responsible for implementing human rights obligations stemming from international human rights law, whereas businesses are not expressly bound. In practice, the financial interests of business often supersede respect for and protection of basic human rights, fueling challenges such as labour exploitation, poor working conditions, population displacement, and environmental degradation. This course explores strategies for preventing such violations, the extent to which businesses are legally obligated to respect human rights, and the type of recourse and remedies available when rights are violated.

Evaluation system.

Evaluation for this course will consist of the following:

Student presentation: 20%

Student Engagement: 15%

The human rights program has started to look at participation in class as engagement with the course rather than simply speaking during class discussions. Engagement encompasses several things that including attendance and participation, but also attendance at human rights-related events on campus that meet the learning objectives of the course. Engagement also includes submitting human rights-related stories to the course professor to discuss in class. It is a way that allows students to be engaged with the course topic in more than just participating in class. Student engagement is also a way to allow shy students to feel more involved in the course. Furthermore, students are given what we call a 'Human Rights Passport' with events listed that they may attend around campus to earn engagement points.

Outline of research paper: 10%

Research paper: 30%

Take-Home Exam: 25%

Possible course texts and other materials.

The following text is available at the HIL and will be assigned to students:

Ruggie, John G. *Just Business: Multinational Corporations and Human Rights.* New York: W.W. Norton & Company, 2013.

The following material is available online or on Moodle:

Committee on the Rights of the Child. "General Comment No. 16 (2013) on State Obligations regarding the Impact of the Business Sector on Children's Rights." CRC/C/GC/16, 17 April 2013, 3-22.

Human Rights Council, "Report of the Special Representative of the Secretary-General on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises – Business and

Human Rights in Conflict-Affected Regions: Challenges and Options towards State Responses."
A/HRC/17/32, 27 May 2011, 3-7.

Lebaron, Genevieve. "Slaves of the state: American prison labour: Past and present." *Open Democracy,* 23 April 2015. Accessed from https://www.opendemocracy.net/beyondslavery/genevieve-lebaron/slaves-of-state-american-prison-labour-past-and-present

McCarthy, Lauren, Liz Kirk and Kate Grosser. "Gender Equality: It's Your Business." Oxfam International, February 2012, 3-18. Accessed from https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bfb07-gender-equality-its-your-business-060312-en_3.pdf

Sargeant, Malcolm and Eric Tucker. "Layers of Vulnerability in Occupational Health and Safety for Migrant Workers: Case Studies from Canada and the United Kingdom." *Comparative Research in Law and Political Economy.* Research Paper No. 8/2009, 1-19.

New Brunswick Human Rights Act. RSNB 2011, c 171.

New Brunswick Human Rights Commission. "Accommodation at Work: Assuring the Continued Employment of New Brunswickers after a Permitted Leave or a Workplace Accident: Rights, Obligations and Best Practices under New Brunswick's Workers' Compensation Act, Employment Standards Act, Human Rights Act." March 2012. Accessed from http://www.gnb.ca/hrc-cdp/e/guide-Accommodation-at-Work-2012.pdf

Office of the High Commissioner for Human Rights. "Guiding Principles on Business and Human Rights: Implementing the United Nation's Protect, Respect and Remedy Framework." New York and Geneva, 2011, 1-26.

Office of the High Commissioner for Human Rights. "The UN Guiding Principles on Business and Human Rights: Relationship to UN Global Compact Commitments." July 2011, 1-2.

Ruggie, John. "A UN Business and Human Rights Treaty?" Harvard Kennedy School, 28 January 2014, 1-5.

Ruggie, John. "The United Nations Guiding Principles on Business and Human Rights." Raymond and Beverly Sackler Distinguished Lecture, University of Connecticut, 2013, 1-27.

Seppala, Nina. "Business and the International Human Rights Regime: A Comparison of UN Initiatives." *Journal of Business Ethics* 87 (2009): 401-417.

Global Compact Office. "UN Global Compact Management Model: Framework for Implementation." New York, 2000, 5-23.

Greene, Adam B. "Comments from the International Business Community on the Work of the Special Representative on Business and Human Rights." *American Society of International Law* 103 (2009): 293-295.

Office of the High Commissioner for Human Rights. "The Corporate Responsibility to Respect Human Rights: An Interpretive Guide." Geneva, 2012.

Thornsen, Sune Skadegaard and Annemarie Meisling. "Perspectives on the UN Draft Norms." IBA/AIJA Conference on Corporate Social Responsibility, Amsterdam, 25-26 June 2004, 1-12.

UN Sub-Commission on the Promotion and Protection of Human Rights. "Norms on the Responsibilities of Transnational Corporations and Other Business Enterprises with Regard to

Human Rights." E/CN.4/Sub.2/2003/12/Rev.2, 13 August 2003. Accessed from http://hrlibrary.umn.edu/business/norms-Aug2003.html

Human Rights Council. "Report of the Working Group on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises." A/HRC/29/28, 28 April 2015, 3-23.

Human Rights Council. "Report of the Working Group on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises: Report on the First African Regional Forum on Business and Human Rights." A/HRC/29/28/Add.2, 2 April 2015, 3-31.

Human Rights Council. "Report of the Working Group on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises: Identifying Emerging Approaches and Lessons Learned in Corporate Respect for Human Rights: Reflections from Discussions Held at the 2014 Forum on Business and Human Rights." A/HRC/29/28/Add.3, 2 April 2015, 1-21.

Human Rights Council. "Summary of Discussions of the Forum on Business and Human Rights, Prepared by the Chair, Mo Ibrahim." A/HRC/FBHR/2014/3, 5 February 2015, 4-24.

Office of the High Commissioner for Human Rights. "Working Group on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises." 2016. Accessed from http://www.ohchr.org/EN/Issues/Business/Pages/WGHRandtransnationalcorporationsandotherbusiness.aspx

Bibliography.

Please note: The first text is a book and is available at the HIL. Everything else listed are either documents to be found online or articles. Each document listed (other than the text at the HIL) would be available to students on Moodle.

Ruggie, John G. *Just Business: Multinational Corporations and Human Rights.* New York: W.W. Norton & Company, 2013.

Committee on the Rights of the Child. "General Comment No. 16 (2013) on State Obligations regarding the Impact of the Business Sector on Children's Rights." CRC/C/GC/16, 17 April 2013, 3-22.

Human Rights Council, "Report of the Special Representative of the Secretary-General on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises – Business and Human Rights in Conflict-Affected Regions: Challenges and Options towards State Responses." A/HRC/17/32, 27 May 2011, 3-7.

Lebaron, Genevieve. "Slaves of the state: American prison labour: Past and present." *Open Democracy,* 23 April 2015. Accessed from https://www.opendemocracy.net/beyondslavery/genevieve-lebaron/slaves-of-state-american-prison-labour-past-and-present

McCarthy, Lauren, Liz Kirk and Kate Grosser. "Gender Equality: It's Your Business." Oxfam International, February 2012, 3-18. Accessed from https://www.oxfam.org/sites/www.oxfam.org/files/file_attachments/bfb07-gender-equality-its-your-business-060312-en_3.pdf

Sargeant, Malcolm and Eric Tucker. "Layers of Vulnerability in Occupational Health and Safety for Migrant Workers: Case Studies from Canada and the United Kingdom." *Comparative Research in Law and Political Economy.* Research Paper No. 8/2009, 1-19.

New Brunswick Human Rights Act. RSNB 2011, c 171.

New Brunswick Human Rights Commission. "Accommodation at Work: Assuring the Continued Employment of New Brunswickers after a Permitted Leave or a Workplace Accident: Rights, Obligations and Best Practices under New Brunswick's Workers' Compensation Act, Employment Standards Act, Human Rights Act." March 2012. Accessed from http://www.gnb.ca/hrc-cdp/e/guide-Accommodation-at-Work-2012.pdf

Office of the High Commissioner for Human Rights. "Guiding Principles on Business and Human Rights: Implementing the United Nation's Protect, Respect and Remedy Framework." New York and Geneva, 2011, 1-26.

Office of the High Commissioner for Human Rights. "The UN Guiding Principles on Business and Human Rights: Relationship to UN Global Compact Commitments." July 2011, 1-2.

Ruggie, John. "A UN Business and Human Rights Treaty?" Harvard Kennedy School, 28 January 2014, 1-5.

Ruggie, John. "The United Nations Guiding Principles on Business and Human Rights." Raymond and Beverly Sackler Distinguished Lecture, University of Connecticut, 2013, 1-27.

Seppala, Nina. "Business and the International Human Rights Regime: A Comparison of UN Initiatives." *Journal of Business Ethics* 87 (2009): 401-417.

Global Compact Office. "UN Global Compact Management Model: Framework for Implementation." New York, 2000, 5-23.

Greene, Adam B. "Comments from the International Business Community on the Work of the Special Representative on Business and Human Rights." *American Society of International Law* 103 (2009): 293-295.

Office of the High Commissioner for Human Rights. "The Corporate Responsibility to Respect Human Rights: An Interpretive Guide." Geneva, 2012.

Thornsen, Sune Skadegaard and Annemarie Meisling. "Perspectives on the UN Draft Norms." IBA/AIJA Conference on Corporate Social Responsibility, Amsterdam, 25-26 June 2004, 1-12.

UN Sub-Commission on the Promotion and Protection of Human Rights. "Norms on the Responsibilities of Transnational Corporations and Other Business Enterprises with Regard to Human Rights." E/CN.4/Sub.2/2003/12/Rev.2, 13 August 2003. Accessed from http://hrlibrary.umn.edu/business/norms-Aug2003.html

Human Rights Council. "Report of the Working Group on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises." A/HRC/29/28, 28 April 2015, 3-23.

Human Rights Council. "Report of the Working Group on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises: Report on the First African Regional Forum on Business and Human Rights." A/HRC/29/28/Add.2, 2 April 2015, 3-31.

Human Rights Council. "Report of the Working Group on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises: Identifying Emerging Approaches and Lessons Learned in Corporate Respect for Human Rights: Reflections from Discussions Held at the 2014 Forum on Business and Human Rights." A/HRC/29/28/Add.3, 2 April 2015, 1-21.

Human Rights Council. "Summary of Discussions of the Forum on Business and Human Rights, Prepared by the Chair, Mo Ibrahim." A/HRC/FBHR/2014/3, 5 February 2015, 4-24.

Office of the High Commissioner for Human Rights. "Working Group on the Issue of Human Rights and Transnational Corporations and Other Business Enterprises." 2016. Accessed from http://www.ohchr.org/EN/Issues/Business/Pages/WGHRandtransnationalcorporationsandotherbusiness.aspx

4. 6.3 Proposal for new course in Human Rights: Human Rights in Theory and Practice 3043 – HMRT 3043 (abbreviated title would be Human Rights Theory).

Background. The creation of this course stems from the last external review of the human rights program that requested a theory course be created in addition to the philosophy of human rights course that is already offered yearly.

Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This would be a new course, not one that is simply being revised. It is not a course that will replace another course.

Course name and proposed number. Human Rights in Theory and Practice – (abbreviated title would be Human Rights Theory).

Calendar description. This course critically analyzes different theories concerning the practice of human rights as a framework for social justice. A variety of texts from thinkers such as Rawls, Grant, Locke, Marx, DuBois, and De Tocqueville will be used to analyze theories of justice, liberty, equality, solidarity, and legal certainty. This course will also examine the critiques of rights and the limitations of the international human rights movement and framework.

Theme or category grouping. In the calendar, Human Rights in Theory and Practice would be listed in the calendar as an elective.

Impact on program requirements. There would not be an impact on program requirements for majors. The course would simply offer students another theory course in human rights that would act as a companion to philosophy of human rights, as requested and approved by Senate by the external review in 2006.

Cross listing. This course is not cross-listed with any other department.

Rationale for the course. The rationale for this course is two-fold. First, another offering in human rights theory gives students greater choices, especially for those interested in philosophical questions. Second, the Senate approved the recommendation of the external review from 2006 that another theory course be added as a companion to philosophy of human rights.

Instructors name. Dr. Amanda DiPaolo, or a qualified part-time instructor.

Course description. This course critically analyzes different theories concerning the practice of human rights as a framework for social justice. We will analyze theories of justice, liberty, equality, solidarity and legal certainty. This course will also examine the critiques of rights and the limitations of human rights movements at a local and international level. In doing so, the course will

also examine some controversies concerning the conceptualization and use of human rights as a mechanism to achieve social justice. We will also examine potential alternatives to human rights.

Evaluation system.

Evaluation for this course will consist of the following:

Midterm: 20%

Final Exam: 30%

Student Engagement: 20% - The human rights program has started to look at participation in class as engagement with the course rather than simply speaking during class discussions. Engagement encompasses several things that including attendance and participation, but also attendance at human rights-related events on campus that meet the learning objectives of the course. Engagement also includes submitting human rights-related stories to the course professor to discuss in class. It is a way that allows students to be engaged with the course topic in more than just participating in class. Student engagement is also a way to allow shy students to feel more involved in the course. Furthermore, students are given what we call a 'Human Rights Passport' with events listed that they may attend around campus to earn engagement points.

Research Paper: 30%

Possible course texts and other materials.

Books with an asterisk will be placed at the library on reserve. All other books listed are currently available at the HIL for students.

Benhabid, Seyla. *The Claims of Culture: Equality and Diversity in the Global Era*, Princenton University Press. 2002

Tocqueville, Alexis de, and Thomas Bender. *Democracy in America*. New York: Modern Library. 1981

Griffin, James, *On Human Rights.* Oxford: Oxford University Press, 2008

Gross, O. *Law in Times of Crisis: Emergency Powers in Theory and Practice*, Cambridge University Press. 2006*

Hunt, L. *Inventing Human Rigts: A History*, Norton. 2007*

Ishay, Micheline. *The history of human Rights from Ancient Times to the Globalization Era.* University of California Press. 2004

Lauren, Paul Gordon. *The Evolution of International Human Rights,* University of Pennsylvania Press.

Locke, John, and C. B. Macpherson. *Second treatise of government.* Indianapolis, Ind: Hackett Pub. Co. 1980

Marx, Karl, Friedrich Engels, Samuel Moore, and David McLellan. *The Communist manifesto*. Oxford: Oxford University Press. 1992

Rawls, John, *The Law of Peoples*, Cambridge: Harvard University Press, 1999.

Rawls, John. *A theory of justice*. Cambridge, Mass: Belknap Press. 2005

Bibliography.

Please note: The following texts are available at the HIL with the exception of the Gross and Hunt books. Those two texts will be placed on reserve for students.

Benhabid, S. *The Claims of Culture: Equality and Diversity in the Global Era*, Princenton University Press. 2002

Tocqueville, Alexis de, and Thomas Bender. *Democracy in America*. New York: Modern Library. 1981

Griffin, James, *On Human Rights.* Oxford: Oxford University Press, 2008

Gross, O. *Law in Times of Crisis: Emergency Powers in Theory and Practice*, Cambridge University Press. 2006

Hunt, L. *Inventing Human Rigts: A History*, Norton. 2007

Ishay, M. R. *The history of human Rights from Ancient Times to the Globalization Era.* University of California Press. 2004

Lauren, P.G. *The Evolution of International Human Rights,* University of Pennsylvania Press.

Locke, John, and C. B. Macpherson. *Second treatise of government.* Indianapolis, Ind: Hackett Pub. Co. 1980

Marx, Karl, Friedrich Engels, Samuel Moore, and David McLellan. *The Communist manifesto*. Oxford: Oxford University Press. 1992

Rawls, John, *The Law of Peoples*, Cambridge: Harvard University Press, 1999.

Rawls, John. *A theory of justice*. Cambridge, Mass: Belknap Press. 2005

4.6.4 Proposal for new course in Human Rights: Honours Thesis – HMRT 4063 (abbreviated title would still be Honours Thesis).

Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This would be a new course, not one that is simply being revised. It is not a course that will replace another course. It is not a course that would require a course allocation for the human rights program.

Course name and proposed number. Honours Thesis – HMRT 4063 (abbreviated title would be Honours Thesis). The course would be offered as needed to students who are completing an honours thesis in human rights as a three credit hour course.

Calendar description. This course is the written component of the honours program and is an extended research paper on a topic written under the supervision of a thesis director. Students must have completed HMRT 3603, Thesis Proposal, with a minimum grade of B to take HMRT 4063. Upon completion, the thesis is defended in front of the student's thesis committee as well as invited member of the human rights faculty.

Theme or category grouping. In the calendar, Honours Thesis would be listed under a new section called Honours in Human Rights. The honours thesis course would be a requirement towards achieving honours in the program.

Impact on program requirements. The impact on program requirements would only exist for those students choosing to do an honours degree in human rights. Students would be required to take the course in order to graduate with honours.

Cross listing. This course is not cross-listed with any other department.

Rationale for the course. A course dedicated to an honours thesis in human rights would allow students with a strong interest in graduate school to complete a research paper that will better set them up for continuing their education after St. Thomas University. Students are already doing honours in human rights. This year, three third year students have approached me to do interdisciplinary honours as a way to get the honours in human rights. There are several more students in first and second year who have already indicated such an interest.

Instructors name. Dr. Amanda DiPaolo and Dr. Christina Szurlej will serve as thesis director to students who fit within our areas of expertise, but other faculty will be asked to serve as thesis directors when appropriate.

Course description. Students completing honours in human rights will work independently under the supervision of a faculty member to complete an extensive research paper. This research will act

as the conclusion of a student's experience in the human rights program. The course allows students a unique opportunity to advance their knowledge and analytical skills in a specific area of human rights. The honours thesis also prepares students for future academic work by ensuring they can develop a clearly defined research question and conduct the individual research required to properly answer the question posed in an extended paper. Upon completion of the paper, students will need to defend their work in front of the human rights program as well as their thesis committee at a year-end reception.

Evaluation system.

Evaluation for this course will consist of both the research paper as well as the oral defence of the thesis.

80% -- Completed Honours Thesis

20% -- Defence of Thesis

Possible course texts and other materials.

This will depend entirely on the individual research of the student.

Bibliography.

Like possible course texts and other materials, the bibliography used by the thesis director will change depending on the research agenda of the student.

4.6.5 Proposal for new course in Human Rights: Non-Western Perspectives on Human Rights HMRT 2033 (abbreviated Course title: Non-Western Perspectives).

Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This would be a new course, not one that is simply being revised. It is not a course that will replace another course.

Course name and proposed number. HMRT 2033 – Non-Western Perspectives on Human Rights

Calendar description. This course will explore philosophic and religious sources outside the Western canon, on which Human Rights discourse can be and has been based. The culture spheres of interest will be ancient India, China and Africa. The course seeks to place Western Human Rights discourse in a global context by drawing attention to ways in which non-Western cultures have addressed questions of individual versus group or state rights, the metaphysical and political sources of rights, and the possibility of universal human dignity.

Theme or category grouping. In the calendar, this course would be listed under human rights as an elective.

Impact on program requirements. Other than being an elective for students to choose, and offering students an opportunity to step outside of the Western tradition, there is no impact on the program requirements in human rights by offering a course on non-western perspectives of human rights.

Cross listing. This course is currently not cross-listed with any other department, however a request for cross-listing has been sent to the departments of both History and Religious Studies.

Rationale for the course. The human rights program traditionally has a large hole in terms of course offerings due to its reliance on western perspectives. Even the introduction to human rights course is taught predominantly from the western tradition. While the program is diverse in content, the lack of student choices to explore human rights from non-western philosophical traditions is something that needs to be addressed in attempts to build a quality program.

Instructor's name. Dr. Amanda DiPaolo or a qualified part-time instructor would teach the course.

Course description. Human Rights are a global concern, and no one cultural sphere has a monopoly on human rights discourse. While Western programmes tend to privilege those discourses emanating from the familiar thought worlds of the ancient Middle East, Greco-Roman antiquity, and the European Enlightenment, the rich religious and philosophical traditions of Africa, India and China also address such questions as the existence and sources of human dignity, the rights of the individual versus the rights of the group or the state, and the tension between justice and compassion, to name but a few related topics. Accordingly, this course will explore core texts in at least three of the following religions/philosophical schools: Hinduism, Jainism, Buddhism, Taoism, and Confucianism/neo-Confucianism; and texts may include all or part of the Hindu *Bhagavad Gita*; the Jain *Acharanga Sutra*; the Buddhist *Dhammapada*, *Lotus Sutra*, and/or *Diamond Sutra*; the Taoist *Tao Te Ching* and/or *Chuang Tzu*; the foundational Confucian writings of Confucius, Mencius, and/or Hsun Tzu; and the neo-Confucian works of Chu Hsi and/or the brothers Cheng Hao and Cheng Yi. Students should emerge from this course with a basic appreciation of Human Rights discourse as understood from a variety of perspectives, and thus be able to offer a nuanced critique of any claim of Western priority or superiority on the international Human Rights stage.

Evaluation system.
3 Essays (15% each = 45%). Students will be required to write a series of essays on the works assigned in class. Essay questions will be handed out in class two weeks before each essay is due.

Online Discussion Forum (15%). Students will contribute regularly to a moderated discussion on either Moodle or Facebook. The discussion will be based around weekly prompts arising from assigned readings and classroom conversations. Forum contributions will be evaluated based on frequency as well as engagement with both the readings and the classroom community

Attendance and participation (10%). Since the class will be largely discussion based, student participation will be required and assigned a value of 10% of the course grade.

Final Exam (30%). Students will be given a final exam that will be essay questioned based and will ask students to connect themes between the works.

Possible course texts and supplementary materials.
On Moodle:

Paller, Jeffrey W. 2014. "Informal Institutions and Personal Rule in Urban Africa." African Studies Review 57 (3): 123--142.

Shepler, Susan. 2010. "Child Labor and Youth Enterprise." *Anthropology Today*. 26(6): 19-22.

Schatzberg, Michael G. 1993. "Power, Legitimacy and 'Democratisation' in Africa." *Africa* 63 (4): 445--461.

Currently available at the HIL:

Bloom, Irene J., Paul Martin and Wayne L. Proudfoot. *Religious Diversity and Human Rights*. NY: Columbia University Press, 1996

Confucius, and Arthur Waley. *The Analects of Confucius.* New York: Random House. 1938

Easwaran, Eknath. *The Bhagavad Gita*. Petaluma, CA: Nilgiri Press, 1985

Englebert, Pierre and Kevin C. Dunn. *Inside African Politics.* Boulder, CO: Lynne Rienner Press, 2013

Giles Vernick, Tamara and J.L.A. Webb, Jr. (eds), *Global Health in Africa: Historical Perspectives on Disease Control*. Ohio University Press, 2013

Laozi, and Wing-tsit Chan. *The way of Lao Tzu (Tao-te ching)*. Upper Saddle River, N.J.: Prentice-Hall. 1963

ming. Tu Wei. *Confucian Traditions in East Asian Modernity: Moral Education and Economic Culture in Japan and the Four Mini-Dragons*. Cambridge: Harvard University Press, 1996

Mo, Di, Xunzi, Fei Han, and Burton Watson. 1967. *Basic writings of Mo Tzu, Hsün Tzu, and Han Fei Tzu*. New York: Columbia University Press.

Pine, Red. *The Diamond Sutra: the perfection of wisdom*. Washington, D.C.: Counterpoint, 2001

Rouner, Leroy S. *Human Rights and the World's Religions*. Notre Dame: University of Notre Dame Press, 1988

Tsugunari Kubo, Kumārajīva, and Akira Yuyama. *The Lotus Sutra*. Berkeley, Calif: Numata Center for Buddhist Translation and Research, 2007

To be placed on reserve for students at the HIL:

Chee-Meow, Seah. ed., *Asian Values & Modernization.* Singapore University Press, 1977.

Webb, James L.A. Jr. 2014. *The Long Struggle Against Malaria in Tropical Africa*. New York: Cambridge University Press.

Zhuangzi, and Burton Watson. 1964. *Chuang tzu: basic writings*. New York: Columbia University Press.

Bibliography

Please note: The following books are all available at the HIL with the exception of Paller, Schepler and Schatzberg. Each of the books not at the HIL will be placed on reserve for students.

Bloom, Irene, J. Paul Martin and Wayne L. Proudfoot. *Religious Diversity and Human Rights*. NY: Columbia University Press, 1996

Chee-Meow, Seah ed., *Asian Values & Modernization.* Singapore University Press, 1977.

Confucius, and Arthur Waley. *The Analects of Confucius*. New York: Random House. 1938

Easwaran, Eknath. *The Bhagavad Gita*. Petaluma, CA: Nilgiri Press, 1985

Englebert, Pierre and Kevin C. Dunn. *Inside African Politics.* Boulder, CO: Lynne Rienner Press, 2013

Giles Vernick, Tamara and J.L.A. Webb, Jr. (eds), *Global Health in Africa: Historical Perspectives on Disease Control*. Ohio University Press, 2013

Laozi, and Wing-tsit Chan. *The way of Lao Tzu (Tao-te ching)*. Upper Saddle River, N.J.: Prentice-Hall. 1963

Ming, Tu Wei. *Confucian Traditions in East Asian Modernity: Moral Education and Economic Culture in Japan and the Four Mini-Dragons*. Cambridge: Harvard University Press, 1996

Mo, Di, Xunzi, Fei Han, and Burton Watson. 1967. *Basic writings of Mo Tzu, Hsün Tzu, and Han Fei Tzu*. New York: Columbia University Press.

Paller, Jeffrey W. 2014. "Informal Institutions and Personal Rule in Urban Africa." African Studies Review 57 (3): 123--142.

Pine, Red. *The Diamond Sutra: the perfection of wisdom*. Washington, D.C.: Counterpoint, 2001

Rouner, Leroy S. *Human Rights and the World's Religions*. Notre Dame: University of Notre Dame Press, 1988

Schatzberg, Michael G. 1993. "Power, Legitimacy and 'Democratisation' in Africa." *Africa* 63 (4): 445--461.

Shepler, Susan. 2010. "Child Lab or and Youth Enterprise." *Anthropology Today*. 26(6): 19-22.

Tsugunari Kubo, Kumārajīva and Akira Yuyama. *The Lotus Sutra*. Berkeley, Calif: Numata Center for Buddhist Translation and Research, 2007

Webb, James Jr. 2014. *The Long Struggle Against Malaria in Tropical Africa*. New York: Cambridge University Press.

Zhuangzi, and Burton Watson. 1964. *Chuang tzu: basic writings*. New York: Columbia University Press.

4.6.6 Proposal for new course in Human Rights: Human Rights Advocacy through Social Media HMRT- 3203 (abbreviated title would be Human Rights and Media)

Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This would be a new course, not one that is simply being revised. It is not a course that will replace another course.

Course name and proposed number. Human Rights Advocacy and Social Media HMRT 3203 (abbreviated title would be Human Rights and Media).

Calendar description. This course explores how the rise of social media has both advanced and hindered the protection of human rights by examining how social media provides a platform for instantaneous global information-sharing, rendering it increasingly difficult for state or business interests to shield human rights abuses from public scrutiny. Topics will be examined through a number of case studies.

 Theme or category grouping. In the calendar, Human Rights Advocacy and Social Media would be listed in the calendar grouping under electives in the Human Rights Program.

Impact on program requirements. There would not be an impact on program requirements for majors other than offering the students a greater variety of course options.

Cross listing. This course is not currently cross listed with any department, but a request has been made to the chair of Digital Journalism and New Media to have it cross listed.

Rationale for the course. Access to reliable information and exercising one's freedom of expression, association and assembly are cornerstones of a democratic society. Most students who graduate from the Human Rights Program will practice some form of human rights advocacy through social media. The topic is timely, relevant and will equip students to think critically about the impact of the content they view and share.

Instructors name. Dr. Christina Szurlej, or a qualified part-time instructor.

Course Description. This course explores how the rise of social media has both advanced and hindered the protection of human rights. Social media provides a platform for instantaneous global information-sharing, rendering it increasingly difficult for state or business interests to shield human rights abuses from public scrutiny. With democratic states accountable to voters entitled to rights and businesses reliant on buyers opposed to rights violations, both powerful sets of actors want to be seen as respecting human rights. Striving to maintain a reputable public image has caused states and non-state actors alike to perpetrate further human rights abuses, such as the restriction of freedom of expression, right to peaceful assembly, freedom of association and the right to privacy, in an effort to conceal initial violations. However, acts of retaliation against human rights defenders often only brings further attention to the issues concerned, amplifying public pressure for meaningful change.

Evaluation system.

Evaluation for this course will consist of the following:

Social Media Campaign: 20% -- In small groups, students would be required to choose a human rights issue that they would like to raise awareness about. Once the issue is selected, they need approval of the professor to ensure that the topic qualifies as a violation of a protected right. Students are then required to begin using social media to garner attention. Students will need to select at least four different avenues for raising awareness. This can be done a variety of ways. For example, students could set up twitter accounts and tweet at relevant stakeholders throughout the semester. A petition could be started and promoted during the semester. A video can be made and put on Youtube. The possibilities are endless. Students will also need to write a reflection paper that highlights the successes and failures of the campaign.

Midterm Exam: 15%

Final Exam: 25%

Student Engagement: 15% -- The human rights program has started to look at participation in class as engagement with the course rather than simply speaking during class discussions. Engagement encompasses several things that including attendance and participation, but also attendance at human rights-related events on campus that meet the learning objectives of the course. Engagement also includes submitting human rights-related stories to the course professor to discuss in class. It is a way that allows students to be engaged with the course topic in more than just participating in class. Student engagement is also a way to allow shy students to feel more

involved in the course. Furthermore, students are given what we call a 'Human Rights Passport' with events listed that they may attend around campus to earn engagement points.

Research Paper: 25%

Possible course texts and other materials.

The following text is available at the HIL:

Katerina Cizek. 'Storytelling for Advocacy: Conceptualization and PreProduction.' In *Video for Change: A Guide to Advocacy and Activism*, eds. Sam Gregory, Gillian Caldwell, Ronit Avni, and Thomas Harding (eds.) Pluto Press, 74-108

The following texts are from articles or online courses and will all be available on Moodle:

Kimberley Abbott. Working together, NGOs and journalists can create stronger international reporting, Nieman Journalism Lab Special Report, '*NGOs and the News'*, November 9, 2009: http://www.niemanlab.org/2009/11/kimberly-abbott-working-together-ngosand-journalists-can-create-stronger-international-reporting/

Justin Ellis. How Human Rights Watch got into the quasi-journalism business. September 12, 2012. *Nieman Journalism Lab*. Available at http://www.niemanlab.org/2012/09/how-human-rights-watch-got-into-thequasi-journalism-business/

Sam Gregory. Kony2012: Juggling Advocacy, Audience and Agency When Using #Video4Change. *WITNESS blog*, 17 March 2012. Available at: http://blog.witness.org/2012/03/kony-2012-juggling-advocacy-audience-andagency-when-using-video4change/

Sam Gregory. "Cameras Everywhere: Ubiquitous Video Documentation of Human Rights, New Forms of Video Advocacy and Concerns about Safety, Security, Dignity and Consent." *Journal of Human Rights Practice* 2, No. 2 (2010): 191-207.

Joshua Hammer. "As Legacy News Outlets Retreat, Who Will Be There to Report on the World?" *Nieman Reports Fall* 2013, December 11, 2014. Available at: http://niemanreports.org/articles/as-legacy-news-outlets-retreat-who-will-be-

Henry Jenkins. "Contextualizing #Kony2012: Invisible Children, Spreadable Media, and Transmedia Activism." March 12, 2012. *Confessions of an AcaFan.* http://henryjenkins.org/2012/03/contextualizing_kony2012_invis.html

Neta Kligler-Vilenchik, Joshua McVeigh-Schultz, Christine Weitbrecht and Chris Tokuhama. "Experiencing Fan Activism: Understanding the Power of Fan Activist Organizations through Members' Narratives." *Journal of Transformative Works and Cultures 10* (2012). Available at: http://journal.transformativeworks.org/index.php/twc/article/view/322/273

William Lafi Youmans and Jillian C. York. "Social Media and the Activist Toolkit: User Agreements, Corporate Interests, and the Information Infrastructure of Modern Social Movements" in *Journal of Communication* 62 (2), 315-329, April 2012.

Prabhas Pokharel. "Talking Change (And Not Just Campaigns) in Digital Natives with a Cause?" *Thinkathon: Position Papers* (HIVOS, 2010): 75-91. Available at: http://www.hivos.net/Hivos-KnowledgeProgramme/Themes/Digital-Natives-with-a-Cause/Publications/DigitalNatives-with-a-Cause-Thinkathon-Position-Papers

Kjerstin Thorson, Kevin Driscoll, Brian Ekdale, Stephanie Edgerley, Liana Gamber Thompson, Andrew Schrock, Lana Swartz, Emily K. Vraga, Chris Wells. "Youtube, Twitter and the Occupy Movement: Connecting content and circulation practices" in *Information, Communication and Society* 16, No. 3 (2013): 421-451.

Rafia Zakaria. "Isis Wants You To Share This." *The Nation*, December 22, 2015. Available at: http://www.thenation.com/article/clicking-isis/

Ethan Zuckerman. "International reporting in the age of participatory media." *Daedalus*, 139, No. 2 (2010):, pp. 66-75.

Ethan Zuckerman. "Advocacy, agenda and attention: Unpacking unstated motives in NGO journalism", *Nieman Journalism Lab Special Report 'NGOs and the News'*, January 19, 2010. Available at: http://www.niemanlab.org/2010/01/ethanzuckerman-advocacy-agenda-and-attention-unpacking-unstated-motives-inngo-journalism

Lars Waldorf. "White Noise: Hearing the Disaster." *Journal of Human Rights Practice* 4, No. 3 (2012).

Bibliography:

Please note: Only Katerina Cizek. 'Storytelling for Advocacy: Conceptualization and PreProduction.' In *Video for Change: A Guide to Advocacy and Activism* is available at the HIL. All other texts are documents available online or on Moodle.

Kimberley Abbott. Working together, NGOs and journalists can create stronger international reporting, Nieman Journalism Lab Special Report, '*NGOs and the News'*, November 9, 2009: http://www.niemanlab.org/2009/11/kimberly-abbott-working-together-ngosand-journalists-can-create-stronger-international-reporting/

Katerina Cizek. 'Storytelling for Advocacy: Conceptualization and PreProduction.' In *Video for Change: A Guide to Advocacy and Activism*, eds. Sam Gregory, Gillian Caldwell, Ronit Avni, and Thomas Harding (eds.) Pluto Press, 74-108

Justin Ellis. How Human Rights Watch got into the quasi-journalism business. September 12, 2012. *Nieman Journalism Lab*. Available at http://www.niemanlab.org/2012/09/how-human-rights-watch-got-into-thequasi-journalism-business/

Sam Gregory. Kony2012: Juggling Advocacy, Audience and Agency When Using #Video4Change. *WITNESS blog*, 17 March 2012. Available at: http://blog.witness.org/2012/03/kony-2012-juggling-advocacy-audience-andagency-when-using-video4change/

Sam Gregory. "Cameras Everywhere: Ubiquitous Video Documentation of Human Rights, New Forms of Video Advocacy and Concerns about Safety, Security, Dignity and Consent." *Journal of Human Rights Practice* 2, No. 2 (2010): 191-207.

Joshua Hammer. "As Legacy News Outlets Retreat, Who Will Be There to Report on the World?" *Nieman Reports Fall* 2013, December 11, 2014. Available at: http://niemanreports.org/articles/as-legacy-news-outlets-retreat-who-will-be-

Henry Jenkins. "Contextualizing #Kony2012: Invisible Children, Spreadable Media, and Transmedia Activism." March 12, 2012. *Confessions of an AcaFan.* http://henryjenkins.org/2012/03/contextualizing_kony2012_invis.html

Neta Kligler-Vilenchik, Joshua McVeigh-Schultz, Christine Weitbrecht and

Chris Tokuhama. "Experiencing Fan Activism: Understanding the Power of Fan Activist Organizations through Members' Narratives." *Journal of Transformative Works and Cultures 10* (2012). Available at: http://journal.transformativeworks.org/index.php/twc/article/view/322/273

William Lafi Youmans and Jillian C. York. "Social Media and the Activist Toolkit: User Agreements, Corporate Interests, and the Information Infrastructure of Modern Social Movements" in *Journal of Communication* 62 (2), 315-329, April 2012.

Prabhas Pokharel. "Talking Change (And Not Just Campaigns) in Digital Natives with a Cause?" *Thinkathon: Position Papers* (HIVOS, 2010): 75-91. Available at: http://www.hivos.net/Hivos-KnowledgeProgramme/Themes/Digital-Natives-with-a-Cause/Publications/DigitalNatives-with-a-Cause-Thinkathon-Position-Papers

Kjerstin Thorson, Kevin Driscoll, Brian Ekdale, Stephanie Edgerley, Liana Gamber Thompson, Andrew Schrock, Lana Swartz, Emily K. Vraga, Chris Wells. "Youtube, Twitter and the Occupy Movement: Connecting content and circulation practices" in *Information, Communication and Society* 16, No. 3 (2013): 421-451.

Rafia Zakaria. "Isis Wants You To Share This." *The Nation*, December 22, 2015. Available at: http://www.thenation.com/article/clicking-isis/

Ethan Zuckerman. "International reporting in the age of participatory media." *Daedalus*, 139, No. 2 (2010):, pp. 66-75.

Ethan Zuckerman. "Advocacy, agenda and attention: Unpacking unstated motives in NGO journalism", *Nieman Journalism Lab Special Report 'NGOs and the News'*, January 19, 2010. Available at: http://www.niemanlab.org/2010/01/ethanzuckerman-advocacy-agenda-and-attention-unpacking-unstated-motives-inngo-journalism

Lars Waldorf. "White Noise: Hearing the Disaster." *Journal of Human Rights Practice* 4, No. 3 (2012).

4.6.7 Proposal for new course in Human Rights: Gender Expression, Sexual Orientation, and Human Rights HMRT- 3633 (abbreviated title would be Gender Expression)

Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This would be a new course, not one that is simply being revised. It is not a course that will replace another course.

Course name and proposed number. Gender Expression, Sexuality and Human Rights HMRT 3633 (abbreviated title would be Gender Expression).

Calendar description. This course explores the socially constructed customs and structures of society that enable the legal regulation of gender identity and sexual orientation. Topics such as gender expression, access to health care and legal protections for sexual minorities will be approached through a variety of material and media, such as academic works, case studies, historical and legal texts, literary works, and film.

Theme or category grouping. In the calendar, Gender Expression, Sexual Orientation and Human Rights would be listed in the calendar grouping under electives in the Human Rights Program.

Impact on program requirements. There would not be an impact on program requirements for majors other than offering the students a greater variety of course options.

Cross listing. This course does not have permission from any department to be cross-listed, but a request to sociology and gender studies has been made to allow the course to cross-list.

Rationale for the course. There is a need in the human rights program for a course on gender identity and expression. Students continuously request such a course offering and there is a growing audience at St. Thomas University interested in advocacy in regard to gender identity.

Instructors name. Dr. Amanda DiPaolo, or a qualified part-time instructor.

Course Description. This course explores the socially constructed customs and structures of society that enables the legal regulation of gender identity and human sexuality by exploring the history, policies and norms that shapes government action. Basic theories of gender and sexuality studies will be explored before critically examining the same theories in practice through case studies. This course will also explore a variety of other identity issues such as race, age, disability, and class intertwine with gender and sexuality identities. We will also examine how experiences and identities shape the ways in which people resist inequality and lobby for change. This course will enable students to critically evaluate legislative and judicial responses to human sexuality and gender expression.

Evaluation system.
Evaluation for this course will consist of the following:

Two short written assignments: 10% Each (20%)

Midterm Exam: 15%

Final Exam: 25%

Student Engagement: 15% The human rights program has started to look at participation in class as engagement with the course rather than simply speaking during class discussions. Engagement encompasses several things that including attendance and participation, but also attendance at human rights-related events on campus that meet the learning objectives of the course. Engagement also includes submitting human rights-related stories to the course professor to discuss in class. It is a way that allows students to be engaged with the course topic in more than just participating in class. Student engagement is also a way to allow shy students to feel more involved in the course. Furthermore, students are given what we call a 'Human Rights Passport' with events listed that they may attend around campus to earn engagement points.

Research Paper: 25%

Possible course texts and other materials.

Text to be placed on Reserve at the Library:

Burns, Nancy et al. (eds.) *Private Roots of Public Actions: Gender, Equality and Political Participation*, Harvard: Harvard University Press, 2001

Cianciotto, J. & Cahill, S., *LGBT Youth in America's Schools.* Ann Arbor: University of Michigan Press. 2012.

The following texts are available at the HIL

Bailey, Martha, Kaufman, Amy. *Polygamy in the Monogamous World: Multicultural Challenges for Western Law and Policy,* Santa Barbara, CA: Praeger Publishers, 2010

D'Emilio, J. *Sexual politics, sexual communities: The making of a homosexual minority in the United States, 1940-1970*. Chicago: University of Chicago Press, 1998.

Leckey R. & K. Brooks (eds.) *Queer Theory: Law, Culture, Empire*, Routledge 2011

Rimmerman, C., & Wilcox, C. (eds.) *The Politics of Same-Sex Marriage.* Chicago: University of Chicago Press, 2007.

Spike, Peterson, V. *Gendered States: Feminist (Re)Visions of International Relations Theory*, Boulder, 1992

On Moodle:

Afkhami, Mahnaz, "Cultural Relativism and Women's Human Rights" in K.D. Askin, D.M. Koenig (eds.) *Women and International Human Rights Law*, Vol. II, Ardsley: Transnational Publishers, 2000, pp. 479-486

Anker, Richard, *Gender and jobs: Sex segregation of occupations in the world*, Geneva: ILO, 1998

Ato del Avellanal v. Peru, Communication No. 202/1986, UN Doc CCPR/C/34/D/202/1986 (1988), en part. para 2.1

Bartlett, Katharine T. "*Only Girls Wear Barrettes*: Dress and Appearance Standards, Community Norms, and Workplace Equality" 92 *Michigan Law Review* (1994), pp. 2541-2582

Cahill, S. *Same-sex marriage in the United States: Focus on the facts*, New York: Lexington Books, 2004. Chapter 4, "Gay rights on the political stage," (overview of gay rights issues in U.S. politics, 1972-2004).

Charlesworth, Hilary, Christin Chinkin and Shelley Wright "Feminist Approaches to International Law", 85 *American Journal of International Law* (1991) pp. 613-645

Cook, Rebecca J., Kelly, Lisa M. *Polygyny and Canada's Obligations under International Human Rights Law*. Ottawa: Department of Justice of Canada, 2006, available at: http://www.justice.gc.ca/eng/dept-min/pub/poly/poly.pdf

Cowan, Sharon "The Headscarf Controversy: A Response to Jill Marshall", 14 *Res Publica* (2008), pp. 192-201

Cusack, Simone, "Gender Stereotyping in Rape Cases: The CEDAW Committee's Decision in Vertido v The Philippines", 11 *Oxford Human Rights Law Review* (2011), pp. 329-342

Gunning, Isabelle R. "Arrogant Perception, World-Travelling and Multicultural Feminism: The Case of Female Genital Surgeries" 23 *Columbia Human RightsLaw Review* (1991-1992) 189-248

Kelly, Lisa M. "Bringing International Human Rights Law Home: An Evaluation of Canada's Family Law Treatment of Polygamy" 65 *U.T.Fac.L.Rev.* (2007), pp. 1-25

Marshall, Jill, "Women's Right to Autonomy and Identity in European Human Rights Law: Manifesting One's Religion", 14 *Res Publica* (2008), pp. 177-192

Mayer, Ann Elizabeth, "Cultural Particularism as a Bar to Women's Rights: Reflections on the Middle Eastern Experience", Women Living under Muslim Laws, Dossier 16, 1996, available at http://www.umass.edu/wost/syllabi/spring06/mayer.pdf

Riggin, Jessica, "The Potential Impact of CEDAW Ratification on U.S. Employment Discrimination Law: Lessons From Canada", 42 *Columbia Human Rights Law Review* (2011), pp. 541-611

Satterthwaite, Margaret, "Crossing Borders, Claiming Rights: Using Human Rights Law to Empower Women Migrant Workers", 8 *Yale Human Rights & Development Law Journal* (2005), pp. 1-66

Vakulenko, Anastasia, "Gender Equality as an Essential French Value: The Case of Mme M", 9 *Oxford Human Rights Law Review* (2009), pp. 143-150

Bibliography.

Text to be placed on Reserve at the Library:

Burns, Nancy et al. (eds.) *Private Roots of Public Actions: Gender, Equality and Political Participation*, Harvard: Harvard University Press, 2001

Cianciotto, J. & Cahill, S., *LGBT Youth in America's Schools.* Ann Arbor: University of Michigan Press. 2012.

The following texts are available at the HIL

Bailey, Martha, Kaufman, Amy. *Polygamy in the Monogamous World: Multicultural Challenges for Western Law and Policy,* Santa Barbara, CA: Praeger Publishers, 2010

D'Emilio, J. *Sexual politics, sexual communities: The making of a homosexual minority in the United States, 1940-1970*. Chicago: University of Chicago Press, 1998.

Leckey R. & K. Brooks (eds.) *Queer Theory: Law, Culture, Empire*, Routledge 2011

Rimmerman, C., & Wilcox, C. (eds.) *The Politics of Same-Sex Marriage.* Chicago: University of Chicago Press, 2007.

Spike, Peterson, V. *Gendered States: Feminist (Re)Visions of International Relations Theory*, Boulder, 1992

On Moodle:

Afkhami, Mahnaz, "Cultural Relativism and Women's Human Rights" in K.D. Askin, D.M. Koenig (eds.) *Women and International Human Rights Law*, Vol. II, Ardsley: Transnational Publishers, 2000, pp. 479-486

Anker, Richard, *Gender and jobs: Sex segregation of occupations in the world*, Geneva: ILO, 1998

Ato del Avellanal v. Peru, Communication No. 202/1986, UN Doc CCPR/C/34/D/202/1986 (1988), en part. para 2.1

Bartlett, Katharine T. "*Only Girls Wear Barrettes*: Dress and Appearance Standards, Community Norms, and Workplace Equality" 92 *Michigan Law Review* (1994), pp. 2541-2582

Cahill, S. *Same-sex marriage in the United States: Focus on the facts*, New York: Lexington Books, 2004. Chapter 4, "Gay rights on the political stage," (overview of gay rights issues in U.S. politics, 1972-2004).

Charlesworth, Hilary, Christin Chinkin and Shelley Wright "Feminist Approaches to International Law", 85 *American Journal of International Law* (1991) pp. 613-645

Cook, Rebecca J., Kelly, Lisa M. *Polygyny and Canada's Obligations under International Human Rights Law*. Ottawa: Department of Justice of Canada, 2006, available at: http://www.justice.gc.ca/eng/dept-min/pub/poly/poly.pdf

Cowan, Sharon "The Headscarf Controversy: A Response to Jill Marshall", 14 *Res Publica* (2008), pp. 192-201

Cusack, Simone, "Gender Stereotyping in Rape Cases: The CEDAW Committee's Decision in Vertido v The Philippines", 11 *Oxford Human Rights Law Review* (2011), pp. 329-342

Gunning, Isabelle R. "Arrogant Perception, World-Travelling and Multicultural Feminism: The Case of Female Genital Surgeries" 23 *Columbia Human RightsLaw Review* (1991-1992) 189-248

Kelly, Lisa M. "Bringing International Human Rights Law Home: An Evaluation of Canada's Family Law Treatment of Polygamy" 65 *U.T.Fac.L.Rev*. (2007), pp. 1-25

Marshall, Jill, "Women's Right to Autonomy and Identity in European Human Rights Law: Manifesting One's Religion", 14 *Res Publica* (2008), pp. 177-192

Mayer, Ann Elizabeth, "Cultural Particularism as a Bar to Women's Rights: Reflections on the Middle Eastern Experience", Women Living under Muslim Laws, Dossier 16, 1996, available at http://www.umass.edu/wost/syllabi/spring06/mayer.pdf

Riggin, Jessica, "The Potential Impact of CEDAW Ratification on U.S. Employment Discrimination Law: Lessons From Canada", 42 *Columbia Human Rights Law Review* (2011), pp. 541-611

Satterthwaite, Margaret, "Crossing Borders, Claiming Rights: Using Human Rights Law to Empower Women Migrant Workers", 8 *Yale Human Rights & Development Law Journal* (2005), pp. 1-66

Vakulenko, Anastasia, "Gender Equality as an Essential French Value: The Case of Mme M", 9 *Oxford Human Rights Law Review* (2009), pp. 143-150

Vakulenko, Anastasia, "Gender Equality as an Essential French Value: The Case of Mme M", 9 *Oxford Human Rights Law Review* (2009), pp. 143-150

4.6.8 Proposal for new course in Human Rights: HMRT-2003 Research Methods (abbreviated title would still be Research Methods).

Type of proposal. The intended outcome of this proposal is to create a regular offering out of the proposed course. This course will replace HMRT 4003 Research Seminar.

Course name and proposed number. HMRT-2003 Research Methods (abbreviated title would still be Research Methods).

Calendar description. The purpose of this course is to give students an introduction to research methods used in the study of human rights. The course will include methods of data collection as well as analysis of data. The course will begin with a general introduction to the aims and methods of research projects. Students in this course will do a research project in human rights under the supervision of the instructor. Students will be expected to present periodic reports on the status of their work.

Theme or category grouping. In the calendar, Research Methods would be listed as a course requirement for the major.

Impact on program requirements. The impact on program requirements is that incoming students beginning in the Fall of 2017 would be required to take Research Methods to complete the major in Human Rights.

Cross listing. This course is not cross-listed with any other department.

Rationale for the course. The rationale for the change is to prepare students to do research earlier in their academic journey at St. Thomas University. The last time the Research Seminar in Human Rights was taught at STU, the first several weeks consisted of students learning how to do research and what types of methods are appropriate for the field of human rights. Methods should be taught before a student's fourth year.

Instructors name. Dr. Amanda DiPaolo, or a qualified part-time instructor, will teach the Research Methods course.

Course description. This course will provide insight into research and writing methodologies relevant to the field of human rights. Students will hone their skills in focused research, critical reading and effective writing. They will improve their ability to write logically, credibly and persuasively, crafting an argument and backing it up with reasons supported by evidence.

The structure of the course will consist of modules beginning with a series of guest lectures at the HIL and Law Library where students will learn about research databases available to them for research. The second, and largest, module will consist of learning about a variety of different methods of researching topics of interest. Weekly readings detailing methodologies will be assigned and discussed in class. The final module will consist of student presentations of their research conducted throughout the semester.

Evaluation system.

Class participation (10%): Students will be assessed by their participation and engagement in assigned course material.

Methodology Reports (15%): Students will be required to write reports on class readings. These reports will include analysis of research papers that employ the research methods studied in class. Students will be expected to point out flaws and strengths in the research assigned.

Thesis Statement: (5%): Students will be required to pass in a thesis statement describing the topic of their research paper. The purpose of this assignment is to ensure students have chosen an appropriate topic and have a thesis that is sufficiently focused (i.e. not too broad, not too narrow).

Methodology (10%): Students will provide how they are going to approach their thesis topic in their paper.

Outline of paper (10%): The purpose of the outline assignment is to ensure that students are on track to construct a convincing, well-structured research paper. The outline should therefore show depth of research and analysis of human rights issues.

Annotated bibliography (10%): This will be a list of sources for the research paper, and very brief descriptions of how they will apply to the research paper.

Presentation on research paper (10%): Students will give a presentation in which they explain the central aspects of their research paper. PowerPoint slides are encouraged and students will have to email these slides one day prior to their presentation.

Research paper (30%): The research paper must be a <u>minimum</u> of 6000 words, exclusive of footnotes and bibliography. <u>There is no maximum length</u> for your paper. The paper must be related to a human rights issue or multiple human rights issues, in the domestic and/or international sphere. The paper must analyze a topic rather than only providing a description or history of the topic. However, the paper can have a descriptive or historical focus.

Papers will be evaluated on the following criteria:

- persuasive analysis of the issues substantiating the thesis;
- quality of research; and
- clarity of writing.

Possible course texts and other materials.

Textbooks are all available at the UNB Libraries:

Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. 1995. *The craft of research*. Chicago: University of Chicago Press.

Downing, Theodore E., and Gilbert Kushner. 1988. *Human rights and anthropology*. Cambridge, Mass: Cultural Survival.

Golden-Biddle, Karen, and Karen Locke. 2007. *Composing qualitative research*. Thousand Oaks, Calif: Sage.

Jabine, Thomas B., and Richard Pierre Claude. 1992. *Human rights and statistics: getting the record straight*. Philadelphia: University of Pennsylvania Press.

McConville, Michael, and Wing Hong Chui. 2007. *Research methods for law*. Edinburgh: Edinburgh University Press.

Peters, Julie, and Andrea Wolper. 1995. *Women's rights, human rights: international feminist perspectives*. New York: Routledge.

Pickering, Michael. 2008. *Research methods for cultural studies*. Edinburgh: Edinburgh University Press.

United Nations, and United Nations Centre for Human Rights. 2000. *Human rights training: a manual on human rights training methodology*. New York: United Nations.

Articles all available on Moodle:

An-Na'im, Abdullahi Ahmed. "Human Rights in the Muslim World: Socio-Political Conditions and Scriptural Imperatives-A Preliminary Inquiry." *Harv. Hum. Rts. J.* 3 (1990): 13.

Barsh, Russel Lawrence. "Measuring Human Rights: Problems of Methodology and Purpose." *Human Rights Quarterly* 15, no. 1 (1993): 87-121.

Bassiouni, M. Cherif. "Human rights in the context of criminal justice: identifying international procedural protections and equivalent protections in national constitutions." *Duke J. Comp. & Int'l L.* 3 (1992): 235.

Beazley, Harriot, Sharon Bessell, Judith Ennew, and Roxana Waterson. "How are the human rights of children related to research methodology." *The human rights of children: From visions to implementation* (2011): 159-178.

Carpenter, Charlie. "You Talk Of Terrible Things So Matter-of-Factly in This Language of Science": Constructing Human Rights in the Academy. Perspectives on Politics, 10 (2012): 363-383.

Davenport, C. and Armstrong, D. A. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996." *American Journal of Political Science*, 48 (2004): 538–554.

Filmer-Wilson, Emilie. "Human Rights-Based Approach to Development: The Right to Water, The." *Neth. Q. Hum. Rts.* 23 (2005): 213.

Flyvbjerg, B. Five misunderstandings about case-study research. *Qualitative Inquiry*, 12 (2) (2006): 219–245.

Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. "An index of economic and social rights fulfillment: concept and methodology." *Journal of Human Rights* 8, no. 3 (2009): 195-221.

Gupta, Dipak K., Jongman Albert J., and Schmid Alex P. "Creating a Composite Index for Assessing Country Performance in the Field of Human Rights: Proposal for a New Methodology." *Human Rights Quarterly* 16, no. 1 (1994): 131-62.

Hafner-Burton, E. and Ron, J. Seeing double: Human rights impact through qualitative and quantitative eyes.' *World Politics*, (61)2 2009: 360-401.

Ratner, Steven R. "Corporations and human rights: a theory of legal responsibility." *The Yale Law Journal* 111, no. 3 (2001): 443-545.

Roth, Kenneth. "Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization." *Human Rights Quarterly* 26, no. 1 (2004): 63-73.

Sen, Amartya. Elements of a Theory of Human Rights. *Philosophy & Public Affairs,* 32 (2004): 315–356.

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Textbooks are all available at the UNB Libraries:

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Golden-Biddle, Karen, and Karen Locke. 2007. *Composing qualitative research*. Thousand Oaks, Calif: Sage.

Jabine, Thomas B., and Richard Pierre Claude. 1992. *Human rights and statistics: getting the record straight*. Philadelphia: University of Pennsylvania Press.

McConville, Michael, and Wing Hong Chui. 2007. *Research methods for law*. Edinburgh: Edinburgh University Press.

Peters, Julie, and Andrea Wolper. 1995. *Women's rights, human rights: international feminist perspectives*. New York: Routledge.

Pickering, Michael. 2008. *Research methods for cultural studies*. Edinburgh: Edinburgh University Press.

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Articles all available on Moodle:

An-Na'im, Abdullahi Ahmed. "Human Rights in the Muslim World: Socio-Political Conditions and Scriptural Imperatives-A Preliminary Inquiry." *Harv. Hum. Rts. J.* 3 (1990): 13.

Barsh, Russel Lawrence. "Measuring Human Rights: Problems of Methodology and Purpose." *Human Rights Quarterly* 15, no. 1 (1993): 87-121.

Bassiouni, M. Cherif. "Human rights in the context of criminal justice: identifying international procedural protections and equivalent protections in national constitutions." *Duke J. Comp. & Int'l L.* 3 (1992): 235.

Beazley, Harriot, Sharon Bessell, Judith Ennew, and Roxana Waterson. "How are the human rights of children related to research methodology." *The human rights of children: From visions to implementation* (2011): 159-178.

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Davenport, C. and Armstrong, D. A. "Democracy and the Violation of Human Rights: A Statistical Analysis from 1976 to 1996." *American Journal of Political Science*, 48 (2004): 538–554.

Filmer-Wilson, Emilie. "Human Rights-Based Approach to Development: The Right to Water, The." *Neth. Q. Hum. Rts.* 23 (2005): 213.

Flyvbjerg, B. Five misunderstandings about case-study research. *Qualitative Inquiry*, 12 (2) (2006): 219–245.

Fukuda-Parr, Sakiko, Terra Lawson-Remer, and Susan Randolph. "An index of economic and social rights fulfillment: concept and methodology." *Journal of Human Rights* 8, no. 3 (2009): 195-221.

Gupta, Dipak K., Jongman Albert J., and Schmid Alex P. "Creating a Composite Index for Assessing Country Performance in the Field of Human Rights: Proposal for a New Methodology." *Human Rights Quarterly* 16, no. 1 (1994): 131-62.

Hafner-Burton, E. and Ron, J. Seeing double: Human rights impact through qualitative and quantitative eyes.' *World Politics*, (61)2 2009: 360-401.

Ratner, Steven R. "Corporations and human rights: a theory of legal responsibility." *The Yale Law Journal* 111, no. 3 (2001): 443-545.

Roth, Kenneth. "Defending Economic, Social and Cultural Rights: Practical Issues Faced by an International Human Rights Organization." *Human Rights Quarterly* 26, no. 1 (2004): 63-73.

Sen, Amartya. Elements of a Theory of Human Rights. *Philosophy & Public Affairs,* 32 (2004): 315–35

4.7 Changes to program structure

The rationale for the following changes stem from the external review of the human rights program that was conducted in 2006 as well as various requests from students for greater flexibility within the major's core requirements. By empowering students to have greater control over their human

rights major, students will be able to craft their own program of study while still taking core required courses to received a well-rounded education in the field of human rights.

These changes would go into effect for incoming students starting in the fall of 2017.

4.7.1 Request to change requirements for major in human rights.

Current calendar description of major: The requirements for the Major are 36 credit hours in human rights, including the following 21 credit hours.

HMRT-1006. Introduction to Human Rights
HMRT-3033. Philosophy of Human Rights
HMRT-3113. The Charter
HMRT-3123. International Human Rights
HMRT-3133. Human Rights and Non-Governmental Organizations
HMRT-4013. Capstone Seminar

In addition, students must complete a minimum of 15 credit hours in elective courses from within three of the four fields of human rights - Social Issues, Law, Philosophical Foundations, Institutions and Application.

a) Social Issues
ANTH-2533. The Anthropology of Gender
CRIM-2253. Crime and Society in Historical Perspective
CRIM-2743. Social Protest in Canada
CRIM-4143. Hate Crime
HIST-2913. Historical Roots of Contemporary Canada
HIST-3563. History of Western Feminism
HMRT-3803. Child and Youth Rights
ECON-2223. Political Economy of Women
ECON-2303. Women in the Third World
ENGL-3443. World Literature. India
HIST-2913. Historical Roots os Contemporary Canada
HIST-3873. Immigrants in Canada 1870 - Present
HMRT-2023. Human Rights and Literature
NATI-3813. Native Cultural Identity
NATI 3823. Native Peoples and Racism
SOCI-2416. Inequality in Society
SOCI-2443. Race and Ethnic Relations
SOCI-2613. Sociology of Gender
SOCI-3043. Qualitative Research Methods (HMRT, RELG, SOCI)
SPAN-4923. Collective Memory, Culture and Texts in Argentina
STS-2403. Science, Technology and War
STS-3303. Sex, Science, and Gender
STS-3503. Feminism and Technoscience

b) Law
CRIM-2123. Criminal Law

CRIM-2223. Young Offenders and Juvenile Justice
CRIM-4403. Feminist Legal Studies
HMRT-3013. Codes and Commissions
HMRT-3063. Humanitarian Law and Human Rights
NATI-3903. Native People and the Law I
NATI-3913. Native People and the Law II
NATI-3923. Aboriginal Rights. The Land Question
NATI-3933. Aboriginal Peoples and International Law
POLS-3503. Human Rights, International Relations and Foreign Policy
SOCI-3313. Sociology of Law
SOCI-3323. Sociology of Women and Law

c) Philosophical Foundations
ENVS-2023. Introduction to Perspectives on the Environment
GRID-2006. The Quest for the Good Life
GRID-2206. Human Nature and Technology
GRID-3306. Justice
GRID-3506. Freedom
NATI-3223. Native Environmental Ethics and Ecology
PHIL-2213. Introduction to Moral Philosophy
PHIL-2233. Contemporary Moral Philosophy
PHIL-2243. Current Issues in Ethics
PHIL-2253. Ethics of Sustainability
POLS-2803. Western Tradition of Political Philosophy I
POLS-2813. Western Tradition of Political Philosophy II

d) Institutions and Application
ECON-2203. Community Economic Development
CRIM-3003. Government and the Criminal Justice System
HMRT-3503. Moot Court
HMRT-4033. Special Topics in Human Rights
HMRT-4043. Special Topics in Human Rights
HMRT-4053. Human Rights Leadership
POLS-1603. Global Politics
POLS-3613. Model United Nations
ECON-2203. Community Economic Development
ENVS-3013. Environmental Policy
ENVS-3023. Environmental Praxis
STS-3063. Science, Religion, and Galileo's Trial

Students should consult with the Director of the Human Rights Program to ensure that their program meets all requirements.

Proposed calendar description of major (including proposed name and number changes as well as newly created courses – pending SCC approval):

The requirements for the Major are 36 credit hours in human rights, including the following 21 credit hours.

HMRT-1006. Introduction to Human Rights
HMRT 2003. Research Methods
HMRT-3033. Philosophy of Human Rights or HMRT– 3043 Human Rights in Theory and Practice
HMRT-3113. The Rights Revolution or HMRT- 3013. Discrimination and the law in Canada
HMRT-3123. International Human Rights or HMRT 3063. Crimes Against Humanity
HMRT-4013. Capstone Seminar

Students must also complete a minimum of 12 credit hours in elective courses from the following human rights courses:

HMRT-2023. Human Rights and Literature
HMRT-2103. Non-Western Perspectives on Human Rights
HMRT-3013. Discrimination and the Law in Canada
HMRT-3033. Philosophy of Human Rights
HMRT-3043. Human Rights in Theory and Practice
HMRT-3063. Genocide, War Crimes, and Crimes Against Humanity
HMRT-3073. Human Rights Internship
HMRT-3113. The Rights Revolution in Canada
HMRT-3123. International Human Rights
HMRT-3133. Activism and Social Justice
HMRT-3203. Human Rights Advocacy through Social Media
HMRT-3503. Moot Court
HMRT-3543. Human Rights and Foreign Policy
HMRT-3633. Gender Expression, Sexual Orientation and Human Rights
HMRT 3803. Human Rights of the Child
HMRT-3903. Corporate Social Responsibility
HMRT-4023. Human Rights Independent Study
HMRT-4043. Special Topics in Human Rights
HMRT-4053. Human Rights Leadership

In addition, students must complete 3 credit hours from the following list of cross-listed courses:
ANTH-2533. The Anthropology of Gender
CRIM-2253. Crime and Society in Historical Perspective
CRIM-2743. Social Protest in Canada
CRIM-2123. Criminal Law
CRIM-2223. Young Offenders and Juvenile Justice
CRIM-3003. Government and the Criminal Justice System
CRIM-4143. Hate Crime
CRIM-4403. Feminist Legal Studies
ECON-2203. Community Economic Development
ECON-2223. Political Economy of Women
ECON-2303. Women in the Third World
ENVS-3013. Environmental Policy
ENVS-3023. Environmental Praxis
ENGL-3443. World Literature. India

ENVS-2023. Introduction to Perspectives on the Environment
GRID-2006. The Quest for the Good Life
GRID-2206. Human Nature and Technology
GRID-3306. Justice
GRID-3506. Freedom
HIST-2913. Historical Roots of Contemporary Canada
HIST-3563. History of Western Feminism
HIST-3873. Immigrants in Canada 1870 – Present
NATI-3223. Native Environmental Ethics and Ecology
NATI-3813. Native Cultural Identity
NATI 3823. Native Peoples and Racism
NATI-3903. Native People and the Law I
NATI-3913. Native People and the Law II
NATI-3923. Aboriginal Rights. The Land Question
NATI-3933. Aboriginal Peoples and International Law
PHIL-2213. Introduction to Moral Philosophy
PHIL-2233. Contemporary Moral Philosophy
PHIL-2243. Current Issues in Ethics
PHIL-2253. Ethics of Sustainability
POLS-1603. Global Politics
POLS-2803. Western Tradition of Political Philosophy I
POLS-2813. Western Tradition of Political Philosophy II
POLS-3503. Human Rights and International Relations
POLS-3613. Model United Nations
SOCI-2416. Inequality in Society
SOCI-2443. Race and Ethnic Relations
SOCI-2613. Sociology of Gender
SOCI-3043. Qualitative Research Methods (HMRT, RELG, SOCI)
SOCI-3313. Sociology of Law
SOCI-3323. Sociology of Women and Law
SPAN-4923. Collective Memory, Culture and Texts in Argentina
STS-2403. Science, Technology and War
STS-3303. Sex, Science, and Gender
STS-3503. Feminism and Technoscience

Students should consult with the Director of the Human Rights Program to ensure that their program meets all requirements.