



University of British Columbia

Political Science 369-I-001

Topics in International Security:

International Human Rights Law and Institutions

Winter 2025

Instructor:

Name and Title: Dr. Masoud Zamani

Office Hours: In Person: Wednesdays 11:00 – 12:00, Room C311

Virtual Private Office Hour Appointments in Zoom. Book your 15-minute appointment request 24 hours in advance via e-mail (with at least two different time suggestions). I will confirm via reply and send you the Zoom link.

E-mail: mzaman06@mail.ubc.ca

Teaching Assistant

Name: Val Muzik, PhD Cand.

Office hours: In person: Thursdays 11:30–12:30, Westbrook 238; available by appointment over Zoom

E-mail: vmuzik@mail.ubc.ca

Acknowledgment

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the Musqueam people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on in their culture, history, and traditions from one generation to the next on this site.

Course Description

The International Human Rights Law Course will address key issues in international human rights law (IHRL), a vital branch of international law, with a particular focus on its relevance in Canada. The course will explore theories, principles, concepts, sources, and institutions of IHRL, as well as the challenges it faces in Canada. Students will engage with the most significant topics in IHRL, allowing them to confront its complexities and encouraging them to examine the related legal issues

Course Learning Objectives

This course has several core learning objectives. At the conclusion of this course, students will be able to:

1. Outline the historical development and foundational principles of international human rights law.
2. Examine the main sources at both universal and regional levels, addressing their complexities and challenges.
3. Interpret key human rights concepts, such as self-determination, within the context of Canadian domestic law.
4. Conduct critical analyses of Canadian human rights procedures, identifying challenges and potential improvements.
5. Explore the impact of contemporary global issues, like climate change, on international human rights law.

Prerequisites

There are no prerequisites

Course Format

This is an in-class, synchronous course, and attendance is mandatory. The course will meet once a week. Each session will entail a 45-60-minute-long lecture. However, most sessions will also include debates and discussions. Therefore, it is essential for all students to come prepared. Effective preparation involves drafting questions and arguments on paper beforehand.

Readings will total approximately 30 pages per week and will be posted in the Module section on Canvas. Since there is no textbook, students who miss more than two classes typically perform poorly. Students are expected to complete all assigned readings before each seminar

Required Texts

There is no textbook. **Appendix I** lists required readings. In addition to book chapters and articles enlisted, students are expected to examine and analyze documentaries and podcasts as required educational resources of this course.

Course Assignments, Due Dates and Grading

Students are responsible for material covered in lectures and class discussions as well as in the assigned readings. Regular attendance in class is required.

Task	Weight	Comments
Participation*	20%	Attendance, Discussion, Active Participation Combined
Group Writing Project**	20%	Project Topics listed in Appendix II
Midterm Exam	30%	Scheduled for February 12
Final Exam	30%	Date to be announced

* 10% of this mark is determined by the balance of quality and frequency of your overall contributions to class discussions, including paired and small group activities which are

designed to help quieter students develop confidence and discussion skills. If you don't show up to the session on Mondays and Wednesdays you receive a zero for that day. If you show up, you receive 50% of the possible marks for that day. If you don't make any contributions to discussion, that will remain your mark for the day: so you need to be engaged! How much more you may be assessed beyond showing up is assessed according to the standard UBC grading scheme: excellent contributions will merit 80% and above (90%+ for outstanding); good to very good will be in the B range (68-79%), and so on. Speaking a lot by itself doesn't necessarily guarantee you a top mark if your contributions aren't engaging key issues from the readings at a commendable level of analysis: the best contributions demonstrate to us that you have read the material closely and thoughtfully, and have thought about their implications. So don't try to dominate discussion (which can detract from your mark as it impedes adequate group discussion) but rather choose your contributions judiciously. Sections can be large so don't worry if you don't get to participate frequently – a top quality contribution in a large section can merit top marks. Feel free to check in with us during the term if you want feedback on your assessments in the discussion sections.

Discussion Section Contribution: 10%

Classroom Discipline and Attendance: 10%

Late assignments will be penalized 3% per 24-hour period beginning with the start of class on the due date. To be considered for extensions for papers, make-up exams, and/or being excused for an absence (and thus missing Top Hat responses or tutorial participation marks), Arts Students must contact Arts Advising (Buchanan D111) as soon as you are aware you may need an in-term concession. Please review their website for concession criteria as well as process to follow. Students in other Faculties should contact their Faculty advising office for direction. Re-grading of marked work by the course instructor will only take place if accompanied by a one-page memo indicating in detail the grounds for re-grading; students should note that a re-grading of a paper or exam may result in the lowering of grade upon further review. If this procedure does not resolve the matter, it may be appealed to the professor, who, again, may raise or lower the grade upon further review.

**** Assignments exceeding maximum word length will not be penalized**

Absences and Attendance Policy

Regular attendance is mandatory for this course, as active participation in class discussions and activities is essential for meeting the learning objectives. If you are absent, you must provide appropriate evidence and documentation explaining the reason for your absence.

- **Single Absences:** For individual missed classes, submit a brief explanation via email to the instructor or teaching assistant. This is particularly important for sessions where graded participation or activities are scheduled.
- **Continued Absences:** If you miss multiple classes, you must provide formal evidence, such as a medical note, a letter from an academic advisor, or other relevant documentation.

- **Medical Reasons:** A medical note from a certified healthcare provider must be submitted promptly.
- **Personal or Family Emergencies:** Provide a letter or email from an appropriate authority (e.g., counselor, advisor, or employer) detailing the circumstances.
- **Academic or Athletic Commitments:** Notify the instructor in advance, with written evidence from your academic advisor or coach confirming the commitment.

Failure to provide evidence for absences, especially repeated ones, may result in penalties to your participation grade or disallowance from writing the final exam. It is your responsibility to communicate proactively with the instructor or teaching assistant regarding any missed classes.

In-Class Assignments

Each class will include a section dedicated to **in-class assignments**, designed to reinforce key concepts and encourage active engagement. These assignments may take various forms, such as:

- **Simple Discussions:** Thoughtful contributions to class-wide or small group discussions based on the readings or topics of the week.
- **Group Activities:** Collaborative problem-solving or analysis tasks that require teamwork and application of course material.
- **Writing Assignments:** Brief, focused writing tasks that assess understanding of the material covered in class.

Excelling in these activities requires preparation. Students are highly encouraged to complete all assigned readings, review lecture notes, and come to class ready to engage critically with the subject matter.

Participation in in-class assignments contributes significantly to your overall performance in this course, as they are designed to enhance learning through interactive and practical application of concepts. Missing these assignments due to unpreparedness or absence may negatively impact your participation grade.

Important Dates

- **February 12:** Midterm Exam
- **March 10:** Collaborative Writing Deadline
- **Final Exam Date:** To be announced

General Academic Policies

Regular attendance in lectures and tutorials and participation (in tutorials) is expected. All assignments must be completed and handed in. Students who do not attend regularly or fail to hand in an assignment may be disallowed from writing the final exam.

Read the university calendar so that you are aware of no-penalty drop dates, requirements for medical authorization (to defer an exam, for example) and other procedures that may affect you.

Students who wish to appeal grades assigned to their academic work may do so. The initial appeal should be made to the TA or course instructor. If the student remains unsatisfied with this process, he/she may proceed to the head of the department or further to a formal committee established in accordance with University policies.

Religious holidays – UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructor in advance of these days and their wish to observe them by absenting themselves from class or examination. Instructors provide opportunity for students to make up work or examinations missed without penalty. (Policy # 65.)

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Students with a disability should first meet with a Centre for Accessibility advisor to determine what accommodations/services you are eligible for.

University Values and Priorities

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available here: <https://senate.ubc.ca/policies-resources-support-student-success>

Academic Accommodations

Academic Accommodation for Students with Disabilities:

UBC is committed to the academic success of students with disabilities. UBC's policy on Academic Accommodations for students with disabilities aims to remove barriers and provide equal access to University services, ensure fair and consistent treatment of all students, and to create a welcoming environment. Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for

Accessibility. The Centre will determine that student's eligibility for accommodations in accordance with Policy 73: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Academic Accommodation for Religious or Spiritual Experiences

The University is obligated to comply with the BC Human Rights Code in accommodating students observances of sincerely held religious beliefs. If you would like to request an academic accommodation because of a conflict with a religious observance, please see your academic advisor. To learn more visit: <https://students.ubc.ca/enrolment/academic-learning-resources/academicconcessions>

Academic Concessions (Undergraduate Students)

If you experience unanticipated events or circumstances that interfere with your ability to accomplish your academic coursework, you may be eligible for academic concession. For more information on concessions, please see Arts Advising: <https://students.arts.ubc.ca/advising/academic-performance/helpacademic-concession/>

If you miss marked coursework (assignment, quiz) and you are an Arts student, review the Faculty of Arts' academic concession page and then complete Arts Academic Advising's online academic concession form, so that an advisor can evaluate your concession case. If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession, and then contact me where appropriate.

If your situation is related to an experience of sexual violence, you have the option of contacting UBC's Sexual Violence Prevention and Response Office (SVPRO) (604 822 1588) who can assist you with your academic concession.

Academic Integrity and Responsibility

As a member of this class, you are responsible for contributing to the course objectives through your participation in class activities and your work on essays, exams, and other projects. In the process of coming into your own as an independent, responsible participant in the academic community, you are encouraged to seek advice, clarification, and guidance in your learning from your instructor and/or Teaching Assistant. If you decide to seek help beyond the resources of this course, you are responsible for ensuring that this help does not lead you to submit others' work as your own. If an outside tutor or other person helps you, show this policy to your tutor or helper: make sure you both understand the limits of this person's permissible contribution. If you are uncertain, consult your instructor or TA.

Academic communities depend on their members' honesty and integrity in representing the sources of reasoning, claims, and wordings that appear in their work. Like any other member of the academic community, you will be held responsible for the accurate representation of your sources: the means by which you produced the work you are

submitting. If you are found to have misrepresented your sources and to have submitted others' work as your own, penalties may follow. Your case may be forwarded to the Head of the department, who may decide that you should receive zero for the assignment. The Head will report your case to the Dean's Office, where the report will remain on file. The Head may decide, in consultation with your instructor, that a greater penalty is called for, and will forward your case to the Dean's Office. After an interview in the Dean's Office, your case may be forwarded to the President's Advisory Committee on Academic Misconduct. Following a hearing in which you will be asked to account for your actions, the President may apply penalties including zero for the assignment; zero for the course; suspension from the University for a period ranging from 4 to 24 months; a notation on your permanent record. The penalty may be a combination of these.

Academic communities also depend on their members 'living up to the commitments they make. By enrolling in this course, you make commitments to an academic community: you are responsible for meeting deadlines, and attending class and engaging in class activities. If you find that you cannot meet a deadline or cannot participate in a course activity, discuss your situation with your instructor or TA before the deadline or before your absence.

Like any academic author submitting work for review and evaluation, you are guaranteeing that the work you submit for this course has not already been submitted for credit in another course. Your submitting work from another course, without your instructor's prior agreement, may result in penalties such as those applied to the misrepresentation of sources.

Illness and Absence

If you experience medical, emotional, or personal problems that affect your attendance or academic performance, please notify Arts Academic Advising. If you are registered with Access and Diversity, you should notify your instructor at least two weeks before examination dates. If you are planning to be absent for varsity athletics, family obligations, or other commitments, you should discuss your commitments with the instructor before the drop date.

Reach out and ask for help if you need it

University students often encounter setbacks from time to time that can impact academic performance. If you run into difficulties and need assistance, I encourage you to contact me by email or by dropping by my office. I will do my best to support your success during the term. This includes identifying concerns I may have about your academic progress or wellbeing through Early Alert. With Early Alert, faculty members can connect you with advisors who offer student's support and assistance getting back on track to success. Only specialized UBC advisors are able to access any concerns I may identify, and Early Alert does not affect your academic record. For more information: <https://facultystaff.students.ubc.ca/systems-tools/early-alert>

For information about addressing mental or physical health concerns, including seeing a UBC counselor or doctor, visit: <https://students.ubc.ca/health-wellness>

Respectful University Environment

UBC recognizes that “the best possible environment for working, learning and living is one in which respect, civility, diversity, opportunity and inclusion are valued.” The full UBC Statement on Respectful Environment for Students, Faculty and Staff can be found at <http://www.hr.ubc.ca/respectfulevironment/files/UBC-Statement-on-Respectful-Environment-2014.pdf>.

Students should read this statement carefully and take note of both the protections and the responsibilities that it outlines for all members of the UBC community. Students should also review the Student Code of Conduct, at : <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,54,750,0>

This course values frank discussion, healthy debate, and the free and respectful exchange of ideas. Students are welcome to voice and defend their views, which may differ from those of other students or of the instructor. However, disrespectful behavior, including bullying and harassment, will not be tolerated. The instructor and teaching assistant will be professional and respectful in all their exchanges with students, and students will exercise similar professionalism and respect in their interactions with each other, with the teaching assistant, and with the instructor.

If you have any concerns about the class environment, please raise them with the instructor. You also have the options of contacting the Head of the Political Science Department, UBC’s Equity and Inclusion Office (<http://equity.ubc.ca>), or the UBC Ombudsperson for Students: <https://ombudsoffice.ubc.ca>

Discrimination

UBC is committed to providing a safe, supportive, and inclusive living and learning environment, with resources and services to support all students.

Discrimination is treatment that burdens or disadvantages someone with no reasonable justification, where these disadvantages are related to one’s race, colour, place of origin, ancestry, sexual orientation, gender identity or gender expression, mental disability, physical disability, sex, age, religion, family status, and marital status. Discrimination involves unfair or different treatment for reasons unrelated to academic or employment performance.

Discrimination can be a comment or behaviour that is unwelcome or that has a negative impact on the person whether the person intended it or not. Harassment can be either a single, serious incident or a pattern of related, repeated incidents.

If you experience discrimination, consult: <https://students.ubc.ca/campuslife/equity-diversity-inclusion-resources/responding-discrimination>

UBC offers many services that can help you with your situation:

- If you believe you or others are in physical danger, contact the Campus Security (call 604 822 2222) or the police (call 911) immediately .
- You can request an advising appointment with an impartial human rights advisor at the Equity and Inclusion Office.

- You may also want to contact the Office of the Ombudsperson for Students, an independent, impartial, and confidential service that supports students in addressing and resolving concerns about unfair treatment at UBC.
- Other UBC Staff members are available to help, such as academic advisors from your faculty or program. You can also contact staff and faculty members in your department.
- The University provides a wide range of health and wellness resources ,including Counselling Services.

Sexual Violence

If you or someone you know has encountered sexual violence or harassment, or other forms of harm related to sex, sexuality, gender, gender identity, or gender expression, regardless of where and when it occurred, you can find confidential support and resources at the Sexual Violence Prevention and Responses Office (SVPRO). <https://svpro.ubc.ca/support/>

Sexual Violence Prevention and Response Office

6363 Agronomy Road, ROOM 4071

Vancouver, BC Canada V6T 1T2

Business hours: Mon to Fri 8:30 am – 4:30 pm

Phone: 604-822-1588

Email: svpro.vancouver@ubc.ca

<https://svpro.ubc.ca/>

The AMS Sexual Assault Support Centre (SASC)

SASC is a resource for students at UBC, and is run through the AMS: it is a supportive and advocacy resource for students specific to sexual assault.

Tel: 604.827.5180

Email: sasc@ams.ubc.ca

<https://www.amssasc.ca/>

Harassment and Bullying

At UBC, we strive to provide a safe, respectful and productive work environment for our faculty, staff and student employees. The Respectful Environment Statement sets out the expectations of everyone who is a member of the UBC community in this regard.

Bullying or harassment are behaviours that prevent us from the kind of respectful and productive environment envisioned in the Statement. Bullying or harassment are not acceptable and will not be tolerated at UBC.

Bullying or harassment is objectionable and unwanted behaviour that is verbally or physically abusive, vexatious or hostile, that is without reasonable justification, and that creates a hostile or intimidating environment for working, learning or living.

If you have experienced bullying or harassment, please contact your home faculty's advising office and/or the Office of the Ombudsperson for Students.

Arts Advising

Buchanan D111

1866 Main Mall

Hours: M-F (9:00AM to 4:30PM)

Phone: 604 822 4028 (M-F 9am-4pm)

Email: <https://students.air.arts.ubc.ca/contact-arts-academic-advising/>

<https://www.arts.ubc.ca/student-support/academic-support/academicadvising/>

Office of the Ombudsperson for Students

C.K. Choi Building [Map]

181 – 1855 West Mall

Tel: 604.822.6149

Email: ombuds.office@ubc.ca

Hours: M-F (9:00AM to 4:00PM)

<https://ombudsoffice.ubc.ca/>

TurnItIn

In accordance with departmental policy, in this course you will be required to submit your research paper in electronic form to a service called TurnItIn. UBC subscribes to this service that checks written material for originality by searching for matching text. This service is in increasing use in universities as protection for students against the impact of academic fraud on scholarship competitions, graduate and law school admissions, and degree reputation. Students will submit their research papers to the TurnItIn website, where software scans the paper against a database which includes public websites, paper writing services, essays submitted to TurnItIn, and journal articles. The service then produces a report on the paper's originality. The instructor will review the reports, and where necessary, the papers themselves.

Please note that TurnItIn stores information on servers that reside in the United States. If you do not wish to use your name when creating your TurnItIn account, please use an alias

and inform the instructor of your alias. You may also wish to use a non-identifying email account.

Students are required to e-mail one copy of their paper to the TA and submit the same paper electronically to Turnitin

Turnitin Username: 46792959

Turnitin Password: 2226566

Students 'Projects

Students are required to choose a project (listed in **Appendix II**) from the topics enlisted below. Projects must be completed by groups of 4 students. Following the selection of project, students distribute the tasks relating to their chosen project. Each project consists of a collective writing-task (essay report). The writing task entails writing **5000 words** 'essay on the project topic. Each project has a due date, by which time it must be submitted. Late projects are penalized at a rate of 3% per day and 3% per weekend.

In addition, Students are expected to foster a comprehensive understanding and analysis of the key legal questions relevant to their chosen project topics. Specifically, for each project, the group should address the legal questions listed in **Appendix II**.

Projects 'Writing Format

For the collective writing assignment, students are required to prepare their essays in a structured "articles" format, consisting of an introduction, body, and conclusion. Each article should adhere to the following guidelines:

Introduction:

- ✓ Provide a clear and concise introduction to the chosen project topic, outlining its significance and relevance within the realm of international law.
- ✓ Present the main legal questions that the essay aims to address.
- ✓ State the thesis statement or central argument that will guide the analysis.

Body Analysis

- ✓ Divide the body of the essay into sections or articles, each focusing on a specific aspect of the legal questions related to the project topic.
- ✓ In each article, thoroughly examine and analyze the legal issues, incorporating relevant case law, statutes, treaties, scholarly opinions, and other authoritative sources.
- ✓ Present arguments, counterarguments, and critical evaluations, demonstrating a comprehensive understanding of the subject matter

Conclusion

✓ Summarize the key findings and insights from the analysis of legal questions presented in the body of the essay.

✓ Reiterate the thesis statement and discuss the broader implications of the conclusions drawn.

✓ Offer recommendations, suggestions for further research, or reflections on the topic's significance for international law and justice.

Citation Style

Students are free to choose a citation style that best suits their preferences and academic discipline. However, regardless of the chosen style (e.g., APA, MLA ,Chicago, Bluebook), consistency in citation throughout the essay is paramount .The selected citation style should be applied uniformly for all references, sources, and citations used in the text and bibliography.

Rubrics for Group Projects Essays: International Human Rights Law Course

• Content (40 Points)

✓ Depth of Understanding: Demonstrates a comprehensive understanding of the International Human Rights Law topic.

✓ Critical Analysis: Provides insightful analysis and critical evaluation of relevant issues and arguments.

✓ Integration of Sources: Effectively incorporates and references scholarly sources to support arguments.

✓ Originality: Presents innovative perspectives or solutions to the discussed issues.

• Structure and Organization (20 Points)

✓ Clear introduction: Presents a clear introduction that sets out the purpose and scope of the essay.

✓ Logical Flow: Presents ideas in a coherent and well-organized manner, with smooth transitions between paragraphs.

✓ Subheadings: Uses appropriate subheadings to guide the reader through the essay's structure.

✓ Conclusion: Summarizes key points and restates the main argument in the conclusion.

• Writing Style and Clarity (15 points)

✓ Clarity and Coherence: Expresses ideas clearly and coherently ,with effective use of language and sentence structure.

✓ Grammar and Mechanics: Demonstrates strong grammar, punctuation, and spelling skills.

✓ Avoidance of Plagiarism: Properly cites sources and avoids plagiarism in accordance with academic standards.

• **Engagement with Academic Format (15 points)**

✓ Emulation of Academic Style: Successfully emulates the style and tone of international law commentaries from course sources.

✓ Engaging and Accessible Writing: Writes in a manner that engages readers and presents complex concepts in an accessible way.

• **Publication Bonus (10 points)**

✓ Publication Potential: Assessing the essay's suitability for publication.

Group Work Peer Evaluation

Please use this form to evaluate the contributions of each team member to the group effort and overall success of the group activity. Consider the following as applicable: contributes meaningfully to group discussions and idea generation; provides quality individual contribution to research; contributes to writing, design, and/or editing; communicates in a cooperative and supportive manner. These evaluations are completely confidential and will never be shown to your team members. Please respond as honestly as possible including for yourself.

1. Please allocate a total of 10 x (number of group members including yourself) points among your team members, including a score for yourself, with higher points going to those members who contributed most. In the case of equal contribution, points should be divided equally among team members. [For example, for a group of 4, you have 40 points to distribute among all members; if all contributed equally, all would get 10 points; if contributions were not equal, it might be something like 12, 12, 10, 8, 8 for example.]

Name

Points

Yourself

Member 2

Member 3

Member 4

* Adjust if more/less than 5 group member Total 40*

2. Explain any particularly high or low allocations, providing concrete examples to illustrate your reasoning.

Appendix I: Course Outline and Readings

Week 1 (January 6 & January 8): Introduction to International Human Rights Law: Origins

- **Topics:**
 - ✓ What is the concept of human rights?
 - ✓ What principles form the foundation of international human rights law?
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Week 2 (January 13 & January 15): Sources of International Human Rights Law

- **Topics:**
 - ✓ What are the main conventional sources of international human rights law?
 - ✓ What are the similarities and differences between the ICCPR and ICESCR?
 - ✓ Where does customary international law stand concerning international human rights law?
 - **Readings:**
 - Eibe Riedel, Gilles Giacca, and Christophe Golay (eds), *Economic, Social, and Cultural Rights in International Law. Contemporary Issues and Challenges* (Oxford University Press, 2014), pp. 448-472.
 - Hugu Thirlway, "Human Rights in Customary Law" (American Journal of International Law, 2015), pp. 495-506.
-

Week 3 (January 20 & January 22): Human Rights Treaty Bodies and Regional Organizations

- **Topics:**
 - ✓ What are the primary mechanisms and instruments used by regional human rights systems to protect and promote human rights?
 - ✓ What challenges are currently faced by regional human rights bodies?
- **Readings:**
 - Philip Alston & Ryan Goodman, *International Human Rights* (Oxford University Press, 2013), pp. 891-894, 978-986, 1025-1032.
 - Rainer Grote, "Current Issues and Common Challenges for the Protection of Human Rights in Europe, the Americas, and Africa" (Oxford University Press, 2024), pp. 76-99.

- Ted Piccone, "Commentary: As the US Returns: It Will Have to Deal with China and Its Friends," Brookings Institution.

Week 4 (January 27 & January 29): Human Rights and the Criminal Justice System

- **Topics:**

- ✓ Integrating human rights into criminal justice institutions.
- ✓ Addressing challenges faced by marginalized communities within the criminal justice system.
- ✓ Reforming national criminal justice systems through international human rights standards.

- **Readings:**

- Benjamin Perrin, *Indictment: The Criminal Justice System on Trial* (University of Toronto Press, 2023), pp. 1-49.
- Podcast: "Courtroom to Campfire: Harold Johnson's Final Public Lecture for Indigenous Justice."

Week 5 (February 3 & February 5): Human Rights and Self-Determination

- **Topics:**

- ✓ Defining and supporting the right of self-determination.
- ✓ Challenges in exercising self-determination in contemporary geopolitics.
- ✓ Balancing self-determination with territorial integrity and national sovereignty.

- **Readings:**

- Vladyslav Lanovoy, "Self-Determination in International Law" (Cambridge Journal of International and Comparative Law, 2015), pp. 388-404.
- Majid Nikouei & Masoud Zamani, "The Secession of Crimea: Where Does International Law Stand?" (Nordic Journal of International Law, 2016), pp. 37-64.

Week 6 (February 10 & February 12): Human Rights and Indigenous People

(Midterm Evaluation)

- **Topics:**

- ✓ Rights of Indigenous Peoples per the UN Declaration on the Rights of Indigenous Peoples.

✓ Canada's approach to Indigenous rights.

- **Readings:**

- Daniel Cerqueira, "Indigenous Peoples' Rights and the Multicultural Approach" (Revue Québécoise de droit international, 2022), pp. 185-209.
- UN General Assembly, *United Nations Declaration on the Rights of Indigenous Peoples* (2007).
- William B. Henderson & Catherine Bell, "Rights of Indigenous Peoples in Canada," *The Canadian Encyclopedia*.

Week 7	(February 17 & February 19):	Midterm	Break
(No Classes)			

Week 8 (February 24 & February 26): Right to Life

- **Topics:**

- ✓ Protection of the right to life under international human rights law.
- ✓ Challenges in upholding this right globally.
- ✓ Different legal interpretations and implementations of the right to life.

- **Readings:**

- Paul Tiensuu, "Whose Right to What Life?" (Human Rights Law Review, 2015), pp. 251-281.
- Section 2 of the Canadian Charter of Human Rights: Right to Life, Liberty and Security of the Person.

Week 9 (March 3 & March 5): Human Rights and Freedom of Religion

- **Topics:**

- ✓ Protection of freedom of religion and belief in international instruments.
- ✓ Balancing freedom of religion with public order.

- **Readings:**

- Göran Gunner, "Religious Freedom as a Human Right" (Brill, 2023), pp. 79-100.
 - First Freedom Podcast: "Three Approaches to Religious Freedom."
 - 'Section 2(a) – Freedom of Religion' (2023).
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Week 10 (March 10 & March 12): Human Rights and Freedom of Expression

- **Topics:**
 - ✓ Balancing freedom of expression with hate speech regulation.
 - ✓ Ethical and legal challenges in defining and regulating hate speech.
 - ✓ Cultural and political contexts influencing hate speech legislation.
 - **Readings:**
 - Majid Nikouei & Masoud Zamani, "Jurisprudence of Tolerance" (International Human Rights Law Review, 2019), pp. 67-88.
 - Camden Hutchison, "Freedom of Expression: Values and Harms" (Alberta Law Review, 2023), pp. 687-718.
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Week 11 (March 17 & March 19): Human Rights and Migration

- **Topics:**
 - ✓ Protection of migrant rights under international frameworks.
 - ✓ Balancing border security with human rights obligations.
 - **Readings:**
 - Antje Ellerman, "Discrimination in Migration and Citizenship" (Journal of Ethnic and Migration Studies, 2020), pp. 2463-2479.
 - Magdalena Kmak, "The Right to Have Rights of Undocumented Migrants" (The International Journal of Human Rights, 2020), pp. 1201-1217.
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Week 12 (March 24 & March 26): Recap Session

- **Topics:**
 - ✓ Review key concepts, cases, and developments covered throughout the course.
 - ✓ Discussion on the broader significance of international human rights law.

Appendix II: Project Topics

Project #1: Canada's Role in the Inter-American Human Rights System

- Analyze Canada's involvement in establishing and improving the Inter-American human rights system.
 - Discuss the implications of Canada not joining the American Convention on Human Rights.
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Project #2: UN Human Rights Committee's Concluding Observations on Canada (2015) OR (in case of timely publication, 2024)

- Review the key findings and provide an analysis of the UN Human Rights Committee's Concluding Observations on Canada from 2015.
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Project #3: UN Committee on Economic, Social, and Cultural Rights Concluding Observations on Canada (2016)

- Examine and analyze the UN Committee on Economic, Social, and Cultural Rights' Concluding Observations on Canada from 2016.
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Project #4: UN Committee on the Elimination of Discrimination Against Women Concluding Observations on Canada (2016)

- Investigate the key findings and provide an analysis of the UN Committee on the Elimination of Discrimination Against Women's Concluding Observations on Canada from 2016.
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Project #5: Canada, Human Rights, and Indigenous People

- Explore Canada's human rights practices in relation to Indigenous populations.
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Project #6: Rights Violations of Indigenous Peoples Due to Oil Pipeline Construction

- Examine the impact of oil pipeline construction on the rights of Indigenous peoples.
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Project #7: Wet'suwet'en Nation's Claims at the Inter-American Commission on Human Rights

- Investigate the claims made by the Wet'suwet'en Nation at the Inter-American Commission on Human Rights.
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Project #8: UN Working Group on Arbitrary Detention: Preliminary Findings on Canada (May 2024)

- Evaluate the preliminary findings of the UN Working Group on Arbitrary Detention's visit to Canada, with a focus on Indigenous peoples.
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Project #9: Analysis of Kurt v. Austria Case before the European Court of Human Rights

- Examine the Kurt v. Austria case (application no. 62903/15) concerning the right to life.
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Project #10: Right to Life and Abortion

- Discuss the legal and ethical dimensions of the right to life in the context of abortion.
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Project #11: Right to Life and Death Penalty

- Analyze how recent developments in right to life have constrained the use of the death penalty in the world.
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Project #12: García Rodríguez et al. v. Mexico before the IACtHR, 2023

- Review the key human rights violations, Court's ruling, and reparations ordered for the victims.
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Project #13: Keffiyeh-Waving Protesters Banned from Ontario Legislature

- Examine the circumstances and implications of banning Keffiyeh-waving protesters from the Ontario legislature.
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Project #14: Canada's Immigration Detention Practices

- Review and analyze the practices of immigration detention in Canada.
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Project #15: UN Expert Alarm Over Contemporary Slavery in Canada (September 2023)

- Investigate the UN expert's concerns about contemporary slavery in Canada, especially regarding migrant workers.
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Project #16: S.K. v. Canada before the HRC, 2019

- Analyze the key human rights violations, main arguments, and impact on Canada's human rights policies.
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Project #17: "Safe Third Country" Agreement Between Canada and the US

- Analyze the "Safe Third Country" agreement and its implications for asylum seekers.
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Project #18: Lho'imggin v. Canada Case

- Investigate and analyze the Lho'imggin v. Canada case.
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Project #19: Canada's Supreme Court Ruling on Carbon Pricing

- Examine the implications of the Supreme Court ruling on carbon pricing in Canada.
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Project #20: Lydia Cacho Ribeiro v. Mexico before the HRC, 2018

- Explore the main arguments, balancing of rights, and impact on freedom of expression laws in Mexico.
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Project #21: Canada's Export of Weapons to Saudi Arabia

- Analyze the human rights implications of Canada's arms exports to Saudi Arabia.
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Project #22: Complaints Against Recon Africa for Exploiting Namibia's People

- Investigate the allegations against the Canadian company Recon Africa for exploiting the people of Namibia.
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Project #23: Taliban and Discriminatory Treatment of Women

- Examine the treatment of women under Taliban rule and its implications for human rights.
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Project #24: Israel-Hamas 2023-2024 Conflict: Potential Human Rights Violations

- Analyze the potential human rights violations during the Israel-Hamas conflict from 2023 to 2024.
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Project #25: Lula da Silva v. Brazil before the HRC, 2022

- Investigate Lula da Silva's arguments, the law restricting his political rights, and the recommended remedies.

