Classes on Tues. and Th. From 11:30-12:45 beginning Jan. 5, 2017 in 3M61

Instructor: Saad Khan.
Office: 1MS03
Office hours: Tuesday from 1300-1430 hrs or by appointment.
Email: sa.khan@uwinnipeg.ca

AS PART OF YOUR MARKED CLASS PARTICIPATION, YOU ARE EXPECTED TO TURN OFF YOUR HANDHELD DEVICES (iPhone, Android etc) IN CLASS and if you are bringing in a laptop / tablet, PLEASE USE IT ONLY FOR COURSE-RELATED WORK WHILE YOU ARE IN CLASS. THIS RULE FOR MY CLASSES IS BASED ON COMMITMENT TO RESPECTFUL LISTENING & DIALOGUE. PLEASE BE PREPARED TO BE QUESTIONED, IF YOU USE SUCH DEVICES IN CLASS.

Course Description (per the UW course calendar)
This course analyzes the role of specialized Canadian and international human rights institutions (HRIs), such as human rights commissions, tribunals and courts. The course provides an understanding of the legislative frameworks for select institutions and procedures for accessing selected human rights institutions, and assesses the societal impact of such commissions and tribunals through their policy and educational functions as well as case decisions. PREREQUISITES: HR-2100(3) or HR-2200(3) or former HRGS-2101(6) or POL-2101(6)

PLEASE NOTE: This outline and its content is subject to approval by the departmental committee as well as acceptance / modification in consultation with the students in this course in January 2015.

Course textbook (confirmed)

Canadian Readings
PLEASE NOTE: Students are expected to access websites and download relevant national and provincial/territorial human rights legislation referenced in this syllabus, including the Canadian Charter of Rights and Freedoms, (Constitution Act, 1982), Canadian Human Rights Act, Canadian Bill of Rights, as well as provincial and territorial human rights codes such as the Manitoba Human Rights Code and the Ontario Human Rights Code. Generally, the best source for Canadian provincial jurisdictions (decisions and commentary) will be found in the Canadian Human Rights Reporter, via the UW Library. From time to time, Prof. McPhedran provides such sources on Nexus as a courtesy, but the onus for accessing these sources remains that of each student.
International Readings

PLEASE NOTE: Students are expected to access websites and download relevant international human rights instruments referenced in this syllabus, including the declarations and treaties of the United Nations, available through un.org and ohchr.org, as well as regional human rights instruments such as those generated by the Organization of American States, the Organization of African States, the European Union, and national human rights instruments related to the countries referenced in specific cases or issues raised in this course.

GLOBAL COLLEGE MARK TO GRADE CONVERSION

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 – 94</td>
</tr>
<tr>
<td>A</td>
<td>85 – 89</td>
</tr>
<tr>
<td>A-</td>
<td>80 – 84</td>
</tr>
<tr>
<td>B+</td>
<td>75 – 79</td>
</tr>
<tr>
<td>B</td>
<td>70 – 74</td>
</tr>
<tr>
<td>C+</td>
<td>65 – 69</td>
</tr>
<tr>
<td>C</td>
<td>60 – 64</td>
</tr>
<tr>
<td>D</td>
<td>55 – 59</td>
</tr>
<tr>
<td>F</td>
<td>50 – 49</td>
</tr>
</tbody>
</table>

5 ASSIGNMENTS & EVALUATION VIA NEXUS

| KEY DEADLINES IN 2016: |
| JAN. 31 – PROPOSAL |
| MAR. 16, 21, 23, 28 – GROUPS |
| MAR. 30 to APR.4 – INTEGRATION |
| EXAM |
| APR. 25 – FINAL ASSIGNMENT |

15% – Proposal for Final Assignment (Essay or Project report) to be submitted in class on Jan. 31. Your proposal must include annotated sources typed and double-spaced, based on a theme from the syllabus - including the Goodhart textbook, or, if applicable, built on a theme from the syllabus and drawn extensively upon a student’s experience (clarify in your proposal), subject to my approval.

20% - Groups of 3 or 4 students develop and present to the class a case study of a significant case that was dealt with by a domestic or international HRI, with particular attention to ways in which the outcome of the case has changed lives, shaped public policy, media or attitudes (if at all). Presentations are on March 16, 21, 23 and 28 for a maximum time of 20 minutes each, including time for discussion. We will form groups during the few sessions. Building your group-work skills is part of the learning journey in this course. Groups can be challenging – coordinating schedules, interpersonal dynamics and cultural differences can come into play. First, try to solve any issues internally through respectful dialogue and consensus; but if challenges persist, please bring me into the discussion.
15% – In-class integration exam with take-home option via Nexus by Apr 4.

40% - Choice of:
   a) Essay that details the key elements of a particular human rights mechanism that has generated jurisprudence – its structure, mandate, programs- with impact analysis of that institution regarding enhancement of naming, claiming and living rights by April 21;
   OR
   b) Project Report with deliverables for an INGO or HRI – proposal to be made by student prior to Week 4 of this course, to be approved in writing by me and the INGO / HRI, with work underway by Week 6 of the course and deliverables completed by April 21.
   PLEASE NOTE: Final assignments will be graded on content, quality of research and analysis supported by properly cited documentation, length of a minimum of 2500 and maximum of 3500 words, headings and sub-headings that relate to an introduction, middle and conclusion.

10% - Class participation

Absences and Missed Deadlines
Students should contact the instructor if not attending class and well in advance of deadlines to discuss possible extensions – delays may trigger a penalty of up to 2 marks per day past the deadline. In some circumstances, such as illness, documentation may be requested (e.g. a doctor's note) to be provided by the student within four days of the absence (including weekends).

University of Winnipeg Academic Regulations and Policies
Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams (e.g., private space, additional time) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact Accessibility Services (AS) at 786-9771 or email accessibilityservices@uwinnipeg.ca to discuss appropriate options. Specific information about AS is available on-line at http://www.uwinnipeg.ca/accessibility. Information about a student’s disability or medical condition remains confidential. The University of Winnipeg promotes a scent-free environment. Please be respectful of the needs of your classmates and the instructor by avoiding the use of scented products while attending lectures. Exposure to perfumes and other scented products (such as lotion) can trigger serious health reactions in persons with asthma, allergies, migraines or chemical sensitivities.

University Regulations on Student Conduct and Misconduct - students are expected to know and to be guided by academic regulations and policies in the University of Winnipeg General Calendar. Look up http://www.uwinnipeg.ca/index/cms-filesystem-action/pdfs/calendar/RegulationsandPolicies.pdf and be sure
to read it carefully to understand what conduct is expected of students at the university, and what is considered to be academic misconduct - for example, plagiarism - and related penalties. For student appeals, please consult an academic advisor and review http://www.uwinnipeg.ca/index/services-advappeal

For withdrawal dates and possible penalties, please consult: http://www.uwinnipeg.ca/index/services-withdrawal-schedules

Environmental Consideration
In order to reduce the course’s carbon footprint, students are encouraged to read all documents digitally, whenever possible. Please clean up after yourself at the end of each class and use the provided recycling stations for waste – please separate waste from recycling - THANK YOU.

THE UNIVERSITY OF WINNIPEG GLOBAL COLLEGE

The University of Winnipeg Global College examines global citizenship and engagement in human rights through interdisciplinary teaching, research, dialogue, and action in local and global communities. Dr. Julie Pelletier is the executive director of Global College, which: administers degree programs: B.A. in Human Rights and Joint MA in Peace and Conflict Studies; hosts research and public education institutes sponsors a variety of conferences and educational activities.

For more information, visit www.globalcollege.ca or our offices at 520 Portage Avenue (in Menno Simons College). Check out free membership and all the activities sponsored by the Global College Student Advisory Council (GCSAC): facebook https://www.facebook.com/groups/126218200712/- meetings Monday at lunchtime.

Freememberships available for students in my classes or who are members of the GCSAC in the Institute for International Women’s Rights at Global College and at the community level, so please ask me for more information if you are interested.
CLASS SCHEDULE FOR 2016 – ROOM 3M64

Week 1 - beginning Thurs. Jan.5, 2016 from 11:30 – 12:45

Th. Jan. 5
Review of syllabus – discussion of learning goals and possible changes
Before Contemporary Human Rights Institutions – Part I
Reading:
Goodhart, Chapter 1
Analysis of factors giving rise to human rights institutions, including overview of the racism and discrimination supported and condoned by courts, governments and states before human rights institutions were established in Canada and internationally.

Weeks 2 & 3 – Provincial HRIs in SK, MB, BC and ON

T. Jan. 10
Before Contemporary Human Rights Institutions – Part II
Critical questions about HRIs – Overview of international, national and local HRIs
Readings:
Goodhart, Chapter 7;

Th. Jan. 12 Creation of Provincial Human Rights Institutions
History of HRIs in Canada – provincial leadership
Readings:

Saskatchewan – download code and recent amendments
The history and influences of Canada’s first provincial human rights law, enacted in Saskatchewan, which emphasized civil liberties and freedoms more than human rights, with discussion of the evolving mandates for HR mechanisms in that province.

T. Jan. 17
Manitoba* - download MB HR Code and recent amendments
The Manitoba Human Rights Commission (“MHRC”) was established in 1971 with a mandate to enforce rights through complaints processes, including referring cases to tribunal; to create and deliver public education programs and to promote human rights. MHRC has a “gatekeeper role” with a strong emphasis on mediated
settlements of disputes, where possible and appropriate, and determines when cases will be referred to a tribunal. Recent legislative amendments addressing disability rights will be discussed.

**Th. Jan. 19 & T. Jan. 24**

Reading:

Direct Access Tribunals in B.C. and Ontario – download relevant provincial codes
Examination of newer approach within the past decade where complainants no longer file complaints with human rights commissions but apply directly to tribunals. Over the past decade, direct access models were designed to overcome delays in complaints processes and create easier access to tribunals for complainants by eliminating the gatekeeper role of commissions - discussion of the results to date.

**Beginning on Jan. 27 through to Mar. 17, the first 10 minutes of class are devoted to group work time.**

**Week 4 – HRIs in Quebec and Territories / Course syllabus confirmed / Final assignment proposal due**

**Th. Jan. 26 & T. Jan. 31**
11:30-11:40am - Groups
Quebec
Readings on Nexus
Please download the relevant HR instruments for Quebec and the Territories.

**Beginning on Jan. 27 through to Mar. 17, the first 10 minutes of class are devoted to group work time.**

**Readers to be assigned for collective class presentation based on:**
Napolean, V. (2013) *Mikimosis and the Wetikow* (copies provided on loan from Global College)

**Final assignment proposal due by Th. Feb. 2**

**Week 5 – MB Human Rights Commission & Aboriginal HR Concepts**

**Th. Feb. 2**
11:30-11:40am – Groups

**T. Feb. 7**
11:30-11:40am - Groups

Please download relevant codes for the HRIs in Canadian Territories
Aboriginal HR Concepts
Collective class presentation based on:
Napolean, V. (2013) *Mikimosis and the Wetikow* (copies provided on loan from Global College)
http://www.indigenousbar.ca/indigenouslaw/project-documents/
Week 6 – Canada – federal HRIs

T. Feb. 7 & Th. Feb.9
11:30-11:40am - Groups

Readings:

Canadian Human Rights Commission and Tribunal
Download and review the relevant legislation. Under the *Canadian Human Rights Act* passed in 1977; the Canadian Commission deals with complaints against federal government and federally regulated employers and service providers in the private sector. Also enforces *Employment Equity Act* and has sole responsibility for dealing with communications, including the internet with complex issues related to media and – until 2013 - online hate messages. Unique features include community based complaint resolution processes for Aboriginal groups. Discussion of societal impact through complaint processes, education, policy development and legislative reform.

* Feb. 9
Feedback on final assignments to allow for Q&A - Class discussion

Week 7 – Canada as an international HR contributor

T. Feb. 14 & Th. Feb. 16
11:30-11:40am - Groups

Readings:
Goodhart, Ch. 9 Transitional Justice & Ch. 14 Indigenous Peoples
Readings posted to Nexus
Canadian government response to international human rights
Principles, structure and reporting mechanisms within the UDHR
Using Canada as example, what is the process for providing information that is required under international covenants? How is it evaluated? What actions can be taken by the UN? What are the strengths and weaknesses of this process? Why did it take so long for Canada to recognize international instrument on Indigenous rights – UN-DRIP? What opportunities are present for Canadian human rights institutions to advance in Canada internationally recognized rights?

Reading Week- Feb. 19-25. No Classes

Week 9 – Civil Society Initiatives in Human Rights
T. Feb. 28
11:30-11:40am - Groups

Th. Mar. 2
11:30-11:40am - Groups

Week 10 - Case studies in systemic change – MB: Dianna Scarth
T. Mar. 7 & Th. Mar. 9 11:30-11:40am - Groups
See assignment and Instructions on Nexus

Week 11 – Civil Society – International NGOs
T. Mar. 14
11:30-11:40am – Groups (Last class with first 10 minutes reserved for group work)

International Comparisons
Goodhart Ch. 9: Global Civil Society and Human Rights
Civil society and the HRI in Afghanistan - See Readings posted on Nexus
NGO’s have been characterized by the UN as “indispensable partners” consulted on policy and programs. Using case examples from work of international NGOs (also known as INGOs e.g. World Federalist Movement, Global Network of Women Peacebuilders, Equality Now, the Equality effect, Human Rights Watch, Amnesty International) the influence of INGO’s on the activities of the UN will be discussed. The decline and disappearance of the Canadian INGO ’Rights & Democracy’ will be examined.

Weeks 11 + 12 - Presentations – Peer Reviews
Th. Mar. 16: Groups 1, 2, 3 T. Mar. 21: Groups 4, 5, 6 Th. Mar. 23: Groups 7,8

Week 13 Presentations – Peer Reviews / Integration Exam
T. Mar. 28: Groups 9, 10 / Course Overview for exam
Th. Apr. 2: In-class exam re: integration of course themes – can be taken home for completion by Apr. 7
A note to students re evaluation of this course:
Student evaluations matter. I appreciate it very much when I read evaluations that are fair and thorough. This is a new course so I would really appreciate your feedback on what could improve your learning experience. Please don’t feel that you have to wait for the end of the course – send me suggestions, come and speak with me – privately or as a group – as this course unfolds, we can make some changes, where practicable (with agreement from the class where the syllabus is affected).

‘Rate my professor” is one of the online websites that students tell me they consult and I respect your choice - if that is something you wish to do - BUT PLEASE, if you have a complaint, a concern, or a suggestion for improvement, be fair and do me the courtesy of letting me know and giving me a chance to respond - before you post criticism online for the world to read. With thanks, Saad Khan.

HR-3210 NOTES:

<table>
<thead>
<tr>
<th>WHAT</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
