

Law 12 Human Rights Project

Preparation

You should already have read All About Law – Chapter 2 The Rights and Freedoms of Canadians.

We have reviewed the following:

- The Universal Declaration of Human Rights
- Issues around and related to concepts of privilege (Blue Eye / Brown Eye, the Angry Eye, Privilege Walk, Privilege Survey, Paper Throw)
- Issues related to race in Canada (Highway of Tears, TED Racial Profiling Jamil Jivani), immigration (Macleans article and video) and accessibility (new legislation not being timed or binding), sexual identity

Now you will read All About Law – Chapter 3 Barriers to Achieving Equality (pg.67 to 98)

Be clear on the definitions of the following terms:

- Suffrage
- Quota system
- Pay equity
- Employment equity
- First Nations
- The Royal Proclamation of 1763
- Assimilated
- Treaty & Land Claims
- The White Paper
- Native Title
- Oral Histories
- Multicultural
- Interned
- Enemy Aliens
- Visitors vs. Immigrants vs. Refugees
- Reunification
- Homosexuality / sexual orientation
- Disability
- Poverty
- Pension
- Medicare
- Barriers for Opportunity
- Guaranteed Annual Income
- Social Housing

Know the impact of the following people/cases/laws:

- Dr. Emily Stowe
- Nellie McClung
- Agnes McPhail
- The Person's Case
- Nisga'a
- Wet'suwet'en and Gitksan
- Meech Lake Accord
- Elijah Harper
- Helen Betty Osborne
- Chinese Head Tax / Chinese Exclusion Act
- Immigration Act 1910 vs. 1976 vs. 2001
- Points system
- Stonewall Riots
- Child and Family Services Act

Complete the following Questions:

- pg. 74, #2, 3, 4, 8
- pg. 80, #1,2
- pg. 81, #1
- pg. 84, #1 – 7
- pg. 89, #1,3,4,5,7
- pg. 92, #1,2,3
- pg. 94, #1, 2, 4
- pg. 96, #1,4

Tasks

1. Investigate Implicit Bias
 - a. Read the articles re: implicit bias (links on class webpage)
 - b. Take at least one (1) of the implicit bias tests – either the Black White or Light Dark test (link on class webpage)
 - c. Briefly reflect on how accurately the results reflect your personal awareness of your own biases and whether or not there may be biases you have internalized unconsciously.
2. Choose which Human Rights issue in Canada you will be researching and analyzing.
 - a. From among the following list of human rights issues in Canada, you will choose one issue to research in greater detail (in order from the textbook):
 - i. Women’s rights issues
 - ii. Aboriginal rights issues
 - iii. Immigration issues
 - iv. Sexuality and Sexual Identity issues
 - v. Accessibility issues
 - vi. Poverty issues
 - b. You will determine which sections of the following documents are relevant to your chosen issue:
 - i. Canadian Charter of Rights and Freedoms
 - ii. Yukon Human Rights Act
 - iii. United Nations Declaration of Human Rights
 - iv. United Nations Declaration on the Rights of Indigenous Peoples
 - v. United Nations Convention on the Rights of the Child
 - vi. United Nations Sustainable Development Goals
 - vii. United Nations Convention on the Rights of Persons with Disabilities
 - c. You will narrow down your chosen issue to a particular element of the larger human rights issue you’ve selected:
 - i. i.e. if you’ve chosen women’s issues you might narrow that down to looking at violence against women, to looking at issues of work force equity, or women’s health issues.
 - d. You will determine at least two contrary (debatable) positions on the issue (pro/con)
 - i. For EACH of the Pro and Con sides of the issue, you will determine at least three (3) and no more than five (5) points that support that side of the argument (for a total of 6 – 10 arguments)
 - ii. For EACH of the 6 – 10 arguments you have determined, you will find three sources of evidence.
 1. Your sources must be acknowledged and cited in APA format
 2. Your sources must not all be from websites, although you may access other formats online (hint: make use of Yukon Education’s access to databases like Ebsco, Gale and WorldBook)
 3. In the abstract for your citations, you must acknowledge any notable biases in your sources.
 4. You must perform a CRAAP test for at least two sources from each side (a total of 4 CRAAP evaluations).

5. Plan the outline for your report (NOT an essay) – use the structure outline provided (see link to University of Sydney, How to Write a Report).
 - a. You will need to include:
 - i. Title page, table of contents, Glossary of abbreviations (if any are used), Abstract
 - ii. Introduction, Body and Conclusion with recommendations – all using clear and appropriate headings
 - iii. Works cited, (appendices as needed)

Requirements

- Yes, your final submission of work must be typed/printed
- Your final submission of work should be published with the following formatting:
 - Be in a font size between 11 or 12
 - Be in one the following fonts (these examples are in size 12): Calibri, Arial, , Helvetica, Tahoma, Century Gothic, Lucinda Grande
 - Only use italics, bold or underlining where it is appropriate for report or APA formatting and style standards.
 - Margin widths of either “normal” = all four margins are 2.54 cm, or “moderate” = bottom and top margins are 2.54 cm, left and right margins are 1.91 cm.
 - Should follow the report formatting indicated on the example link (see above).
 - Citations should be formatted in APA 6th Ed. Style (see links and resource sheets provided)
- Be entirely your own work. **All** evidence from other sources **must** be properly quoted or paraphrased and properly cited as in-line text (as appropriate) and in your APA Works Cited.
- Show evidence that you have considered how the psychological/sociological phenomena of implicit bias and privilege impact the issue you are analyzing.
- Demonstrate that you have investigated at least two divergent perspectives on the issue with quality evidence to back up arguments for both sides.
- While you may include information from international sources, you have kept the focus Canadian, in your analysis, your sources and evidence, and your recommendations.
- You always make sure to bring your points back around to the Canadian Charter of Human Rights and Freedoms.

Rubric

How effectively do you analyze Canadian Human Rights issues in relation to the Canadian Charter of Human Rights and Freedoms, the Yukon Human Rights Act, and to international human rights documents to which Canada is a signatory and report on your findings?

<i>Curricular Competency</i>	<i>Extending Expectations / Substantial Evidence plus additional work, analysis and process/practice</i>	<i>Meeting Expectations / Notable evidence of competency provided.</i>	<i>Approaching Expectations / Some evidence of competency provided.</i>	<i>Not Yet Meeting Expectations/Minimal Evidence of competency provided.</i>	<i>Incomplete / No evidence of competency provided.</i>
<i>Uses Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze legal concepts, issues, and procedures; and communicate findings and decisions</i>	Analysis is based on accurate information and questions. Research is focused on topic, and used to gather accurate evidence from a variety of sources and a variety of publication formats. Findings and opinion are communicated clearly in a manner that is well organized and follows formatting for social sciences reporting. Analysis is engages audience in reflection and challenges readers to action and thought.	Analysis is based on accurate information and questions. Research is focused on topic, and used to gather accurate evidence from a variety of sources. Findings and opinion are communicated clearly in a manner that is well organized and follows formatting for social sciences reporting.	Analysis is based on mostly accurate information and questions. Research is generally focused on topic. Evidence is gathered from a limited variety of sources. Findings and opinion are communicated in a manner that is mostly clear and organized but there are some lapses in clarity and organization. The formatting follows the structure for social sciences reporting, but may be missing some elements.	Analysis is based on information that is often inaccurate and questions are do not allow for depth or breadth of inquiry. Research lacks focus and may be off topic. Evidence is gathered from few sources. Findings and opinion are communicated in a manner that are lacking in clarity and/or organization. The formatting does not follow the structure for social sciences reporting, and/or may be missing elements.	
<i>Explain and infer multiple perspectives on legal systems or codes (perspective)</i>	Multiple arguments for three to five divergent perspectives is provided with at least four to five pieces of evidence for each argument.	Multiple arguments for at least two divergent perspectives is provided with at least three pieces of evidence for each argument.	Two or fewer arguments are provided. There may be only one perspective examined. Only two pieces of evidence for each argument.	Only one argument provided for at least one perspective. Only one perspective examined / perspective unclear. Only one piece of evidence provided for at least one/or each argument.	
<i>Make reasoned ethical judgments about controversial decisions, legislation, or policy (ethical judgment)</i>	Recommendations in conclusion section are clear, tied directly to specific research explored earlier in the report. Recommendations are actionable with details regarding the responsible parties and specific steps that should be taken under Canadian law; potential impact of recommendations is posited.	Recommendations in conclusion section are clear, tied directly to specific research explored earlier in the report. The focus is still Canadian but may be fairly vague or it may be unclear how it connects to Canadian law or perspectives.	Recommendations in conclusion sections may be somewhat unclear, and/or may offer limited specific links to research provided earlier in the project. Connections to Canadian perspective or laws unclear.	Recommendations are limited, unclear and/or disorganized; link to research presented in the project is lacking. Limited connection to Canadian perspectives or laws.	