

Course ID:	Course Title:	Winter 2023
PV502 / DVST399-1	Poverty and Human Rights (Directed Study)	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Online / Independent	Instructor:	Derek Cook M.Sc., RSW	First Day of Classes:	Jan 9, 2023
Days:	Meet weekly	Email:	Derek.Cook@ambrose.edu	Last Day to Add/Drop:	
Time:	TBD	Phone:	403-410-2913	Last Day to Withdraw:	
Room:	NA	Office:	L2072	Last Day to Apply for Extension:	
Lab/Tutorial:		Office Hours:		Last Day of Classes:	Apr 14, 2023
Final Exam:	None				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

This course will provide a sound understanding of poverty from a human rights perspective. The course will focus on the role of domestic and international human rights law in addressing the structural causes of poverty and how a human rights approach fits within a Judeo-Christian framework. Various theological perspectives and critiques of the human rights approach will be explored.

Expected Learning Outcomes

It is the aim of the course that students will be able to:

1. Demonstrate skills related to perception of human needs with empathy.
2. Demonstrate awareness of ethically responsible attitudes toward social problems and, in particular, vulnerable populations in society, and be empowered to give voice to these issues in the public and professional arena, with a specific ability to:
 - Describe the current international and domestic human rights framework, its development, legal foundations and implementation.
 - Articulate the connection between poverty and human rights.
 - Describe the state of rights implementation with respect to specific poverty issues.

3. Demonstrate knowledge of a Christian view of sociological and psychological processes in conjunction with scientific study, with a specific ability to:
 - Articulate the various theological understandings of poverty and human rights prevalent in the Christian tradition, with particular emphasis on the period from the reformation era (industrial revolution) to the present age.
4. Critically analyze the shifting roles of the church, state and civil society in response to the changing theoretical and theological understandings of poverty and rights.

Textbooks

- Witte, J. and F. Alexander [eds] (2010). *Christianity and Human Rights: An Introduction*. Cambridge: Cambridge University Press.

Course Schedule

- See Appendix A.

Requirements:

a) Attendance and Participation (15%):

As a directed study, the student will meet with the professor weekly to discuss the readings and material. Therefore, attendance and participation in these weekly discussions will be a key component of learning throughout this course. The student is expected to attend each weekly meeting, having read assigned materials ahead of time and prepared to actively participate in these discussions. If external circumstances or illness prevent attendance or adequately preparing for a class, please let your instructor know in advance so that this can be taken into account.

b) Reflective Journal (35%): Due Weekly

Maintain a reflective journal that addresses key questions and insights from the weekly readings and discussion. The journal should be submitted weekly in advance of the next week's instructional meeting to provide content for discussion. Each submission should be between 500 and 750 words.

c) Research Paper (25%)

Prepare a research paper that addresses a particular human rights issue and its relation to poverty. The paper should include:

- A description of the human rights issue including the specific right(s) and the basis for those rights.
- An overview and discussion of the issue being addressed including its dimensions, incidence, trends and the population(s) being impacted.
- An overview of how human rights approaches or remedies have been attempted historically either through policy, legislation or the courts.
- A discussion of how the issue could be addressed using a human rights approach.

The paper should be 2500 – 3000 words in length and include appropriate external sources. Due February 27.

d) Theological Reflection (25%)

Prepare a reflective paper that provides a theological frame to the human rights issue discussed in the first paper. The paper should include:

- An overview of the competing theological perspectives of rights and how they apply to the chosen rights issue;
- An overview and critique of historical and current church engagement with the issue from a rights perspective;
- A personal perspective of the theological basis for Christian engagement with the issue from a rights perspective.

The paper should be 2500 – 3000 words in length and include appropriate external sources. Due April 10.

Attendance:

Attendance: As outlined in Appendix #2, failure to attend all instructional meetings will impact the grade out of 15%.

Grade Summary:

The available letters for course grades are as follows:

Numeric Grade	Grade	Interpretation	Grade Points
95-100	A+	Excellent	4.00
90-94	A		4.00
85-89	A-		3.70
80-84	B+	Good	3.30
76-79	B		3.00
72-75	B-		2.70
68-71	C+	Satisfactory	2.30
64-67	C		2.00
60-63	C-		1.70
55-59	D+	Poor	1.30
50-54	D	Minimal Pass	1.0
0-49	F	Failure	0.00
	P	Pass	No Grade Points

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Other:

Any added features in the syllabus are optional. You may or may not wish to include elements such as a bibliography, reading list, or reporting form. This section should also include information on out of classroom activities, such as field trips, and any supplementary fees required to complete those additional elements.

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.

Appendix A – Weekly Course Topics and Readings

Week of	Topic	Readings
Jan. 9	Introduction <ul style="list-style-type: none"> • Course overview • Exploration of meaning of poverty • Exploration of meaning of rights 	<ul style="list-style-type: none"> • Desmond Tutu – <i>To Be Human is to be Free</i>. In Christianity and Human Rights. • Christ and Human Rights – <i>Introduction</i>. • Reize, Toffelmire and Stovell – <i>Human Flourishing and a Theology of Poverty Alleviation</i>.
Jan. 16	The Structure of Poverty <ul style="list-style-type: none"> • Definitions • Dimensions of Poverty • Causes of Poverty 	<ul style="list-style-type: none"> • Olsen, Chapter 2 – <i>What is Poverty?</i> • <i>Opportunity for All: Canada’s National Anti-Poverty Strategy</i>
Jan. 23	Poverty, Intersectionality and Rights <ul style="list-style-type: none"> • Profile of poverty • Structures of inequality and exclusion • Poverty and intersectionality 	<ul style="list-style-type: none"> • Raphael, Chapter 3 – <i>Who Is Poor in Canada?</i> • Raphael, Chapter 4 – <i>Making Sense of Poverty – Social Inequality and Social Exclusion</i>. • Fleras - <i>Unequal Relations</i> – Chapter 1: <i>Race, Ethnic and Aboriginal Relations</i>.
Jan. 30	Human Rights Foundations <ul style="list-style-type: none"> • Rights Definition • Historical Development and Philosophical Foundation • Declaration of Rights and Supplemental Covenants • Rights Monitoring and Reporting Process • Canadian Obligations • Implications for Poverty 	<ul style="list-style-type: none"> • Video: Human Rights Framework https://youtu.be/kbul3hxYGNU • Christianity and Human Rights – Chapter 9: <i>The Human Rights System</i>. • Regan – <i>Theology and the Boundary Discourse of Human Rights</i> – Chapter 1: <i>A Boundary Discourse: Secular and Religious</i> • <i>Universal Declaration of Human Rights</i>
Feb. 6	Civil and Political Rights <ul style="list-style-type: none"> • Rights Definition • Historical Development and Philosophical Foundation • Legal Basis for Rights • Civil and Political Rights and Poverty 	<ul style="list-style-type: none"> • Video: Civil and Political Rights https://edeos.org/downloads/focus-human-rights-1/ • Human Rights in Canada – Chapters 3, 4 • <i>Canadian Charter of Rights and Freedoms</i>

Feb. 13	<p>Economic, Social and Cultural Rights</p> <ul style="list-style-type: none"> • The Basis of ESC Rights • Duties and Duty Bearers • ESC Rights in Canada • Human Rights and Anti-Poverty Strategies 	<ul style="list-style-type: none"> • Video: Economic, Social and Cultural Rights https://edeos.org/downloads/focus-human-rights-2/ • Canada Without Poverty - <i>Human Rights and Poverty Guide</i> • <i>International Covenant on Economic, Social and Cultural Rights</i> • <i>Submission by Canada Without Poverty to the UN Universal Periodic Review</i> • <i>Response to Canada by the UN Committee on Economic, Social and Cultural Rights.</i>
Feb. 27	<p>A Theology of Rights – Historical Origins</p> <ul style="list-style-type: none"> • The Judaic Tradition • Medieval Canon Law • Early Protestant Thought 	<ul style="list-style-type: none"> • Christianity and Human Rights – Chapters 1, 3 and 4.
Mar. 6	<p>A Theology of Rights – Diverse Perspectives</p> <ul style="list-style-type: none"> • Catholic Social Thought • Contemporary Protestant Thought 	<ul style="list-style-type: none"> • Christianity and Human Rights – Chapters 5, 6 & 7 • Wolterstorff, N. – <i>Justice Not Charity: Social Work Through the Eyes of Faith</i>
Mar. 13	<p>A Theology of Rights - Contemporary Understandings and Critique</p>	<ul style="list-style-type: none"> • Christianity and Human Rights – Chapter 10. • <i>Putting God to Rights: A Theological Reflection on Human Rights.</i> • Johnston, D. <i>A Muslim and Christian Orientation to Human Rights: Human Dignity and Solidarity</i> • <i>Declaration of Human Rights of the World's Religions.</i>
Mar 20	<p>Current Rights Issues: Income, Employment and Social Protection</p>	<ul style="list-style-type: none"> • OHCHR - <i>Social Protection Floors and Economic and Social Rights.</i>
Mar. 27	<p>Current Rights Issues: Food and Housing</p>	<ul style="list-style-type: none"> • OHCHR – <i>The Right to Adequate Housing.</i> • Canada's National Housing Strategy • OHCHR – <i>The Right to Adequate Food</i> • <i>Just Food: Right to Food from a Faith Perspective</i>

Apr. 3	Current Rights Issues: Health and Education	<ul style="list-style-type: none">• OHHCR – <i>The Right to Health</i>
Apr. 10	Synthesis	<ul style="list-style-type: none">• No readings