

Human Rights Law Clinic  
LW5110

2024-2025 Course Outline

<b>Objective</b>	<p>This module introduces students to the concept of ‘movement lawyering’ (or, ‘social change lawyering’) and prepares and enables students to contribute to movements for human rights-based social change in Ireland and internationally. The module facilitates students to develop their knowledge, skills, ethical awareness and relationships with a view to influencing their future career paths while making concrete societal impact during the academic year.</p> <p>The Human Rights Law Clinic has a webpage on the Irish Centre for Human Rights website: <a href="https://www.nuigalway.ie/irish-centre-human-rights/public/clinic/">https://www.nuigalway.ie/irish-centre-human-rights/public/clinic/</a></p> <p>This is a <b>10 ECTS</b> module, spread over two semesters.</p>				
<b>Lecturer</b>	<table border="0"><thead><tr><th data-bbox="437 786 938 831"><b>Name</b></th><th data-bbox="938 786 1497 831"><b>E-mail</b></th></tr></thead><tbody><tr><td data-bbox="437 831 938 969">Dr. Maeve O’Rourke</td><td data-bbox="938 831 1497 969"><a href="mailto:maeve.orourke@nuigalway.ie">maeve.orourke@nuigalway.ie</a></td></tr></tbody></table>	<b>Name</b>	<b>E-mail</b>	Dr. Maeve O’Rourke	<a href="mailto:maeve.orourke@nuigalway.ie">maeve.orourke@nuigalway.ie</a>
<b>Name</b>	<b>E-mail</b>				
Dr. Maeve O’Rourke	<a href="mailto:maeve.orourke@nuigalway.ie">maeve.orourke@nuigalway.ie</a>				
<b>Tutors</b>	TBC				
<b>Learning Outcomes</b>	<p>On successful completion of this module you will have:</p> <ol style="list-style-type: none"><li>1. Constructed a research-based legal analysis of a problem of social injustice in relation to which a community-based movement or group is currently organising;</li><li>2. Devised movement lawyering strategies with the aim of assisting an ongoing movement for social justice;</li><li>3. Produced one or more pieces of research and/or advocacy work (in written or another creative form) designed to be of assistance to a community-based movement for social justice;</li><li>4. Communicated your research, analysis and/or arguments in relevant and accessible ways to individuals involved in the community-based movement for social justice and/or to the general public and/or in a specialised forum;</li><li>5. Collaborated with a community organiser involved in a movement for social justice and with classmates in a team, and possibly with others affected by and/or participating in organising against the relevant problem of social injustice, to achieve learning outcomes 1 to 4; and</li><li>6. Reflected on your actions, position and relationships in the course of achieving learning outcomes 1 to 5.</li></ol>				

**Irish Centre for Human Rights, National University of Ireland Galway**

<b>Timetable</b>		<b>Day</b>	<b>Time</b>	<b>Venue</b>
	<b>Introductory meeting</b>	Monday 16 September	5-7pm	ICHR Seminar Room
	<b>Literature review seminar</b>	Monday 30 September	5-7pm	ICHR Seminar Room
	<b>Community Organiser presentations</b>	1 <sup>st</sup> and 2 <sup>nd</sup> weeks in October – dates to be determined (Mondays & other weekdays)	5-6.30pm	Combination of online & in-person in ICHR Seminar Room
	<b>Preparation meeting w/whole class</b>	Monday 21 October	5-7pm	ICHR Seminar Room
	<b>Small group &amp; combined group supervisions</b>	Periodically from late October to April (arranged with tutors)		ICHR Seminar Room / other venues / online
	<b>Presentations and reflections</b>	Mondays in March & April (dates TBC)	5-7pm	ICHR Seminar Room
<b>Workload</b>	250 hours in total (10 ECTS)			
<b>Format</b>	<p>The learning opportunities in this module are infinite because students (with their diverse backgrounds and perspectives) take responsibility for collaborating with each other and with community organisers to investigate, and to devise strategies to help tackle, problems of social injustice. In order to benefit from the Clinic's flexibility and to ensure ethical engagement with the community organisers, students <u>must</u> be prepared to participate fully and responsibly as a member of a team in all of the Clinic's learning and assessment activities.</p> <p>The format of the Clinic can be adjusted at any time to take account of a student's particular needs, so students should not hesitate to let the Lecturer and/or Tutors know about any reasonable accommodations that could make the Clinic more accessible or inclusive.</p> <p>The Clinic will begin in Semester 1 with several whole-class sessions where we will discuss (based on literature which students will read in advance): (1) movement lawyering / social justice lawyering, (2) research and advocacy techniques, and (3) sources of human rights law and standards.</p> <p>Towards the beginning of the module, before students are assigned to work with a particular community organiser, there will be a series of presentations and Q&amp;A sessions with community organisers (the <b>Community Organiser presentations</b>, listed above). These evening events will enable students to gain an insight into the various issues that the community organisers who have agreed to work with Clinic teams are currently experiencing / working on.</p>			

Following the Community Organiser lecture series, students will have the opportunity to submit their preferences along with their CV, and the Lecturer and Tutors will match student teams with community organisers (the CV being used to ensure a mix of backgrounds and skills in each group, bearing in mind some students will have prior legal knowledge whereas others have different expertise).

Thereafter, students will work in their small team to respond to the issues which their community organiser raises with them. Students should refer to the **assessment rubric for Group Presentation of Methods** in the 'Assessment' section below for a list of questions to guide their work together and with the community organiser throughout the module's duration.

There is a list on Canvas of **previous Clinic outputs** for you to consider as examples of the work that you might undertake, depending on what you consider in collaboration with the community organiser to be effective. Students' outputs during and/or at the conclusion of the module may take the form of, for example:

- An archive of literature and other data gathered
- A research briefing or memo
- A research report
- Written correspondence by the students, or draft correspondence for the community-based organisation or individuals, to send to relevant bodies
- Legislative drafting materials (draft amendments, draft Heads of Bill, draft explanatory memorandum)
- Public education or advocacy activities (meetings, presentations, online activity, publication of educational / advocacy materials)
- Website design and publication
- Podcast and/or other multimedia creation

Prior to beginning work with the community organiser, students will be required to complete the **Human Rights Law Clinic ethical protocol** and further ethical protocols may be required to be completed during the module depending on the work that students seek to undertake. Students may find themselves wishing to speak with an array of individuals (e.g. practising lawyers, other activists, academics) and adherence to the ethical protocols is essential in this respect.

Students will be expected to keep a spreadsheet of their hours worked on Clinic projects (see the **template spreadsheet** on Canvas).

Students must complete a minimum of **80 hours** of work on their projects which:

- Does not include class time.
- Does not include time spent writing their short reflective paper.
- Does include all other time spent on activities relating to the Clinic, including preparing for the final group presentation.

Supervision by the Lecturer and Tutors of students' work will take place during class time but also as-and-when students request supervision or feedback

	over the two semesters, subject to the Lecturer's and TA's reasonable availability.
<b>Programme(s)</b>	All LLM programmes at the Irish Centre for Human Rights.
<b>Course Material</b>	Course materials, including resources co-created by students, will be shared on Canvas. Students should also establish shared folders online, in compliance with the Clinic ethical protocols, to collaborate with each other.
<b>Assessment</b>	<p align="center"><b>1. Group presentation of methods (30%)</b></p> <p>Each group of students will give a presentation towards the end of Semester 2 on the movement lawyering methods that they have been using since being introduced to a community organiser in Semester 1.</p> <p>The <b>marking rubric</b> for the presentations will evaluate the students' communication/demonstration of how they have worked continuously during the two semesters to:</p> <ul style="list-style-type: none"> <li>● Understand the factual problem(s)</li> <li>● Understand the potential solution(s)</li> <li>● Understand the potential role of law</li> <li>● Devise their contribution to the community-based movement</li> <li>● Set their commitments to the community-based movement</li> <li>● Support each other (including by being accountable to each other)</li> </ul> <p>This rubric should also act as a guide to students throughout the module, indicating the framework for their groupwork, i.e. the steps that they should take as a group repeatedly in order to engage in movement lawyering and to produce the outputs required under assessment activity 2.</p> <p>The group presentation of methods will be graded by the Lecturer and Tutors together, and the mark awarded will be to the group as a whole (i.e. the same mark will be awarded to all members).</p> <p align="center"><b>2. Group outputs (40%)</b></p> <p>The absolute deadline for finished outputs, while bearing in mind that (1) some outputs may be completed and/or published before the module ends, and (2) all outputs will require review by the Lecturer or Tutors prior to publication meaning that any drafts will need to be submitted for review well in advance of the final deadline, is <b>4pm on Friday 2 May 2025</b>.</p> <p>The mark for the group's outputs is wholly group-based and awarded by the Lecturer and Tutors. Instructions will be provided towards the end of the module regarding the format in which the group should collect and make available to the Lecturer and Tutor a record of all outputs (some of which may</p>

already have been published). The marking rubric will evaluate the following aspects of the group's outputs:

- Responsiveness to community organiser / movement
- Definition and explanation of the factual problem of injustice to which the piece of research / advocacy / communication ('output') relates
- Clarity of the findings / conclusions / message of the output
- Accuracy of the legal analysis involved in the output
- Review / incorporation of feedback in the final version of the output
- Accessibility of the method chosen / innovation pursued for the intended recipient / audience

### **3. 1,000 – 1,500 word personal reflective paper (30%)**

This short reflective paper activity invites students to consider and articulate the knowledge, skills and sense of self that they have developed and to reflect on how their experience relates to existing literature on the practice of movement lawyering / social change lawyering / rebellious lawyering. The purpose of this paper is to offer a space to acknowledge, and to process the diverse emotions that often arise from experiencing, the counter-hegemonic nature of movement lawyering and the challenges and possibilities that the method presents. This assessment activity aims to tie all aspects of the module together and to help students to make sense of their experience for their future benefit. Students will be required to attach their excel spreadsheet of 80 hours contributed to their reflective paper.

Students are invited to write this reflective paper in the first person and are requested to refer to at least one academic source (one is sufficient, although students are free to refer to more sources if they choose) as a guide or prompt to assist the student's reflection and analysis. Suggested academic sources are listed below and on Canvas.

The 1,000 – 1,500 word limit is inclusive of footnotes (no need for a bibliography). The deadline for submission is **4pm on Friday 9 May 2025**.

#### **Indicative reading list**

##### ***Perspectives on movement lawyering / social justice lawyering***

William P Quigley, '[Ten Questions for Social Change Lawyers](#)' (2012) 17 Loy. Pub. Int. L. Rep. 204

William P Quigley, 'Letter to a Law Student Interested in Social Justice' (2007) 1(1) De Paul Journal for Social Justice 7

William P Quigley, '[Revolutionary Lawyering: Addressing the Root Causes of Poverty and Wealth](#)' (2006) 20 Washington University Journal of Law & Policy 101

William P Quigley, 'Reflections of Community Organizers: Lawyering for Empowerment of Community Organizations' (1995) 21 Ohio N.U.L Rev 455

Kelly Hayes and Mariame Kaba, *Let This Radicalize You: Organizing and the Revolution of Reciprocal Care* (Haymarket 2023)

[https://search.library.nuigalway.ie/permalink/f/1pmb9lf/353GAL\\_ALMA\\_DS51209951250003626](https://search.library.nuigalway.ie/permalink/f/1pmb9lf/353GAL_ALMA_DS51209951250003626)

Alexi Nunn Freeman and Jim Freeman, 'It's about power, not policy: movement lawyering for large-scale social change' (2016) 23 *Clinical L Rev* 147

Lydia Lyle Gibson, 'Rebel Lawyer: Gerald Lopez's radical theory—and practice' *Harvard Magazine* (September-October 2018), <https://www.harvardmagazine.com/2018/09/gerald-lopez-rebellious-lawyering>

'What is "Rebellious Lawyering"?', *Rebellious Lawyering Institute*, <https://rebelliouslawyeringinstitute.org/what-is-rebellious-lawyering/>

Sarah Knuckey and Margaret Satterthwaite and Adam Brown, 'Trauma, Depression, and Burnout in the Human Rights Field: Identifying Barriers and Pathways to Resilient Advocacy' (2018) 49 *Columbia Human Rights Law Review* 267

Bertha Social Justice Institute, *Movement Lawyering Reading Guide* (April 2013) <https://hls.harvard.edu/wp-content/uploads/2022/08/MovementLawyeringReadingGuide.pdf>

Hofstra Law Review, *Movement Lawyering Symposium*, Vol 47, Issue 1 (2018) <https://scholarlycommons.law.hofstra.edu/hlr/vol47/iss1/>

### ***Human rights research and advocacy methods***

Irish Human Rights and Equality Commission, [Human Rights Explained: Guide to Human Rights Law](#) (2015)

Oireachtas Library and Research Service, [International Human Rights Law: Operation and Impact](#)

Free Legal Advice Centres (FLAC), [A Guide to taking individual complaints to UN Human Rights Treaty Bodies](#) (2016)

FLAC, [A guide to engaging with UN Special Procedures mandate holders](#)

EU Fundamental Rights Agency, [Where to Turn for Help](#)

Ken Foxe, [A beginner's guide to FOI](#)

Houses of the Oireachtas, [A Brief Guide to How Your Parliament Works](#)

Brian Harvey, [Working for Change: A Guide to Influencing Policy in Ireland](#) (Combat Poverty Agency, 3<sup>rd</sup> Edn, 2008)

EU Victims' Rights Directive, Information [sheets](#)

- The Victims' Rights Directive: What Does it Bring?
- Executive Summary, Strengthening victims' rights: from compensation to reparation (2019)

Margaret Satterthwaite, 'Finding, Verifying, and Curating Human Rights Facts' (2013) 107 *Proceedings of the ASIL Annual Meeting* 62

Impact Law for Social Justice, Strategic litigation as a tool for social change: [What we Do](#); [Further Resources](#)

Kenya Human Rights Commission: [Theory of Change and Key Strategies](#)

Human Rights Law Network, India: [Our Journey](#)

Erika Rackley and Rosemary Auchmuty, Women's Legal Landmarks,  
<https://womenslegallandmarks.com>

Claire McGettrick, Katherine O'Donnell, Maeve O'Rourke, James M Smith and Mari Steed, *Ireland and the Magdalene Laundries: A Campaign for Justice* (Bloomsbury/IB Tauris 2021)  
[https://search.library.nuigalway.ie/permalink/f/1pmb9lf/353GAL\\_ALMA\\_DS51174301750003626](https://search.library.nuigalway.ie/permalink/f/1pmb9lf/353GAL_ALMA_DS51174301750003626)