

GENERAL STUDIES COURSE PROPOSAL COVER FORM
(ONE COURSE PER FORM)

1.) DATE: 4/12/16	2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District
3.) COURSE PROPOSED: Prefix: CRE Number: 201 Title: Critical Reading and Writing in a Global Society Credits: 3	
CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;	
4.) COMMUNITY COLLEGE INITIATOR: DR. CANDACE KOMLODI PHONE: 602-286-8736 FAX:	
ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable) are not eligible for the General Studies Program.	
MANDATORY REVIEW: <input type="checkbox"/> The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area). POLICY: The General Studies Council (GSC) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.	
AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.	
5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA: Core Areas: Select core area... Awareness Areas: Global Awareness (G)	
6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.	
7.) DOCUMENTATION REQUIRED <input checked="" type="checkbox"/> Course Description <input checked="" type="checkbox"/> Course Syllabus <input checked="" type="checkbox"/> Criteria Checklist for the area <input checked="" type="checkbox"/> Table of Contents from the textbook required and list of required readings/books <input checked="" type="checkbox"/> Description of how course meets criteria as stated in item 6.	
8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS: <input checked="" type="checkbox"/> DECENG prefix <input type="checkbox"/> Elective Current General Studies designation(s): NA Effective date: 2017 Spring Course Equivalency Guide Is this a multi-section course? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Is it governed by a common syllabus? <input checked="" type="checkbox"/> yes <input type="checkbox"/> no	
Chair/Director:	Chair/Director Signature:

AGSC Action: Date action taken: Approved Disapproved

Effective Date:

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</p>	<p>This class specifically looks at global issues as seen through the eyes of writers born outside of the United States. Students will examine the cultural assumptions and perspectives of individuals from around the world on global issues through critical reading and analysis (see course competencies 1, 3, 4, 5, 7, 9, 10).</p>
		<p>2. The course must match at least one of the following descriptions: (check all which may apply):</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</p>	
<input type="checkbox"/>	<input type="checkbox"/>	<p>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</p>	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</p>	<p>Students must read materials written by international authors analyzing the implications of their culture on their viewpoints. Students will be comparing and contrasting these viewpoints as they relate to global issues. Over half of the reading materials are from authors born outside of the United States (see course competencies 1,3,4,5,6,7,9,10)</p>

<input checked="" type="checkbox"/>	<input type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures.”	This course requires research, analysis and the interrelating of various international viewpoints on a major global issue. (See course competencies 2,3,5,7,8,10)
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Course Prefix	Number	Title	Designation
CRE	201	Critical Reading and Writing in a Global Society	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
Criterion 1	This course is specifically designe to address the critical reading and writing of global authros related to global issues. The course requires students to read materials addressing worldwide issues.	See competenices 1, 3, 4, 5, 7, 9, 10 Please refer to attached justification
Criterion 2C	Students are asked to compare and contrast the viewpoints of authors from all over the world. They must determine how the cultural thinking and attitudes of these authors compare with their own Western viewpoint.	See competencies 1,3,4,5,6,7,9,10 Please refer to attached justification
Criterion 2D	This course is centered around the selection of issues that are written about by predominantly non- U.S. born authors. The class forces students to look at the context of the issue in global terms and then how we are all tied together within particular issues.	See competencies 2,3,5,7,8,10 Please refer to attached justification

Criterion Justifications:

Criterion 1:

Competencies related:

1. Read both fictional and non-fictional texts by authors from various different nations and from various different cultural backgrounds. (I)
3. Identify and analyze value conflicts among various international and cultural systems as they relate to specific issues. (III)
4. Identify the assumptions underlying various global and cultural viewpoints. (IV)
5. Locate and dissect the elements of argument in selected readings related to global issues. (V)
7. Compare and contrast through written discourse the viewpoints of two authors from different countries on a given issue. (VII)
9. Gather, interpret, analyze and synthesize sources from internet, database, and print resources related to one or more global issues. (IX)
10. Interrelate the perspectives of at least three varied global viewpoints on a specific issue and examine the significance and impact of these viewpoints on global culture through a formal research assignment integrating various international sources. (X)

Syllabus Topics:

- Week 4 -Human Rights as a Global Issue
- Week 5- Human Rights and Asia (china)
- Week 6- Human Rights and Asia (North Korea)
- Week 7 - Human Rights and the Middle East
- Week 9- Human Rights and Africa
- Week 11- Human Rights and the trafficking of people
- Week 12- International Voices of Human Rights Through Fiction
- Week 13- International voices of Human Rights through Letters and personal accounts

Criterion 2C:

Competencies related:

1. Read both fictional and non-fictional texts by authors from various different nations and from various different cultural backgrounds. (I)
3. Identify and analyze value conflicts among various international and cultural systems as they relate to specific issues. (III)
4. Identify the assumptions underlying various global and cultural viewpoints. (IV)
5. Locate and dissect the elements of argument in selected readings related to global issues. (V)
6. Assess an author's credibility on an issue, based on background, past writings, journals of publication, and other writers' critical analyses of their work. (VI)
7. Compare and contrast through written discourse the viewpoints of two authors from different countries on a given issue. (VII)
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- Week 9- Human Rights and Africa
- Week 10- Human Rights and Abuses of Women
- Week 11- Human Rights and the trafficking of people
- Week 12- International Voices of Human Rights Through Fiction
- Week 13- International voices of Human Rights through Letters and personal accounts

Criterion 2 D:

Competencies related:

2. Discover, explore and evaluate ways in which culture affects thinking about specific issues. (II)
3. Identify and analyze value conflicts among various international and cultural systems as they relate to specific issues. (III)
5. Locate and dissect the elements of argument in selected readings related to global issues. (V)
7. Compare and contrast through written discourse the viewpoints of two authors from different countries on a given issue. (VII)
8. Identify and describe the cultural factors that lead to specific biases appearing in the contemporary media. (VIII)
10. Interrelate the perspectives of at least three varied global viewpoints on a specific issue and examine the significance and impact of these viewpoints on global culture through a formal research assignment integrating various international sources. (X)

Syllabus Topics:

- Week 2 -What are Human Rights?
- Week 3 -The History of Human Rights
- Week 4 -Human Rights as a Global Issue
- Week 5 -Human Rights and Asks (china)
- Week 6- Human Rights and Asia (North Korea)
- Week 7 - Human Rights and the Middle East
- Week 8- Human Rights and Religious Freedoms
- Week 9 -Human Rights and Africa
- Week 10 -Human Rights and Abuses of Women
- Week 11 -Human Rights and the trafficking of people
- Week 12- International Voices of Human Rights Through Fiction
- Week 13 -International voices of Human Rights through Letters and personal accounts
- Week 14 -Redefining human rights with current issues (privacy)
- Week 15 -Redefining Human Rights with current issues (water)



Center for Curriculum & Transfer Articulation

Division of Academic and Student Affairs

Critical Reading and Writing in a Global Society

Course: CRE201	Lecture 3 Credit(s) 3 Period(s) 3 Load
First Term: 2016 Summer	Course Type: Academic
Final Term: Current	Load Formula: S - Standard Load

Description: Critical evaluation of writings of authors from a variety of countries and cultures in order to gain a more global perspective of both universal and contemporary issues. Analysis, synthesis, and evaluation of various contemporary cultural viewpoints through at least two substantial writing and/or speaking tasks.

Requisites: Prerequisites: A grade of "C" or better in (ENG101 or ENG107) and (CRE101 or exemption by score on the reading placement test).

MCCCD Official Course Competencies

1. Read both fictional and non-fictional texts by authors from various different nations and from various different cultural backgrounds. (I)
2. Discover, explore and evaluate ways in which culture affects thinking about specific issues. (II)
3. Identify and analyze value conflicts among various international and cultural systems as they relate to specific issues. (III)
4. Identify the assumptions underlying various global and cultural viewpoints. (IV)
5. Locate and dissect the elements of argument in selected readings related to global issues. (V)
6. Assess an author's credibility on an issue, based on background, past writings, journals of publication, and other writers' critical analyses of their work. (VI)
7. Compare and contrast through written discourse the viewpoints of two authors from different countries on a given issue. (VII)
8. Identify and describe the cultural factors that lead to specific biases appearing in the contemporary media. (VIII)
9. Gather, interpret, analyze and synthesize sources from internet, database, and print resources related to one or more global issues. (IX)
10. Interrelate the perspectives of at least three varied global viewpoints on a specific issue and examine the significance and impact of these viewpoints on global culture through a formal research assignment integrating various international sources. (X)

MCCCD Official Course Outline

I. Selected Readings

- A. Multiple Cultures
- B. Multiple Countries
- C. Fiction
- D. Non-fiction

II. Effect of Culture on Ways of Thinking About Specific Issues

- A. Effects of Students' Own Ethnic Cultures and Traditions
 1. Characteristics
 2. Effects of characteristics

2. EFFECTS OF CHARACTERISTICS

B. Effects of Other Cultures and Traditions

1. Characteristics
2. Effects of characteristics

III. Value Conflicts Among Various Cultures Related to Specific Issues

A. Geographical Issues

1. Values of the cultures related to the issues
2. Comparing and contrasting of values
3. Conflicts generated

B. Religious Issues

1. Values of the cultures related to the issues
2. Comparing and contrasting of values
3. Conflicts generated

C. Economic Issues

1. Values of the cultures related to the issues
2. Comparing and contrasting of values
3. Conflicts generated

D. Political Issues

1. Values of the cultures related to the issues
2. Comparing and contrasting of values
3. Conflicts generated

E. Interpersonal Issues

1. Values of the cultures related to the issues
2. Comparing and contrasting of values
3. Conflicts generated

IV. Underlying Assumptions

- A. Assumptions for Each Culture
- B. Impact of Judgments
- C. Impact on Cultural Viewpoints
- D. Basis for Value Conflicts

V. Elements of Argument (Found in Readings on Specific Issues)

A. Basic Structure

1. Conclusion
2. Evidence
 - a. Facts
 - b. Inferences
 - c. Judgments

B. Types of Appeals

1. Ethos
2. Logos
3. Pathos

VI. Authors` Credibility on a Specific Issue

- A. Background
- B. Past Writings
- C. Where Published
- D. Other Writers` Critical Analyses

VII Viewpoints of Two Authors from Different Cultures on Specific Issue

VII. Viewpoints of Two Authors from Different Cultures on Specific Issue

- A. Effect of their Cultures on Their Thinking
- B. Value Conflicts Involved
- C. Elements of Argument Used
- D. Credibility of Authors

VIII. Cultural Factors that Lead to Biases in the Media

- A. Historical Assumptions Regarding Freedom of the Press
- B. Use of Censorship
- C. Influence of Profit Motive
- D. Entertainment Factor in Journalism
- E. Contemporary Forms of Media
 1. Television
 2. Film
 3. Print
 4. Internet

IX. Research Process

- A. Types of Sources
 1. Internet
 2. Library database
 3. Print
- B. Process
 1. Gathering
 2. Interpretation
 3. Analysis
 4. Synthesis

X. Formal Research Assignment

- A. Relationships Between Viewpoints
 1. Interrelatedness
 2. Significance of relationships
 3. Impact of viewpoints
- B. Substantial Written or Spoken Task
- C. Minimum 3 Cultures
- D. Selection of Specific Issue

Last MCCCD Governing Board Approval Date: December 8, 2015

All information published is subject to change without notice. Every effort has been made to ensure the accuracy of information presented, but based on the dynamic nature of the curricular process, course and program information is subject to change in order to reflect the most current information available.

CRE201 Critical Reading and Writing in a Global Society

Class Information

Section 55555
Classroom MA 1199
6:00 – 8:45 PM Thur.

Instructor Information

Dr. Candace Komlodi
E-mail – komlodi@gatewaycc.edu
Voice Messages – (602) 286 - 8736
Text Messages – (602) 842-2963
Office hours:
Mon. – 8:45 – 9:45
Tues. – 9:30 – 11:00
Wed. – 8:45 – 9:45
Thurs. - 9:30 – 11:00
Friday – By Appointment

Instructor Philosophy

I believe that effective critical reading is the key to success in all college courses. This course is intended to expand the critical reading skills necessary to analyze, evaluate, and synthesize materials written at an academic level.

I also believe that a primary key to critical thinking and critical readings skills is the ability to identify and understand the many viewpoints on an issue. We now live in a global community where the events occurring around the world can and will impact our future as humans sharing this planet. This course will give you the opportunity to read viewpoints from authors representing various different cultures and different countries. Please be open to the views and words of those who have lived a markedly different life experience.

I understand special situations can arise. Please feel free to come and speak with me at any time regarding special circumstances, and we will attempt to work things out so that you may continue to succeed in this course. If something does arise, please see me as soon as possible regarding your situation. My e-mail will be checked daily. If I can not assist you, I will direct you to someone at Gateway who can.

Use of Canvas

The online classroom system, Canvas, will be used in conjunction with this class. The system does not require extensive computer knowledge, and some limited training on its use will be provided to you. Materials may be available there that are not available in class. The system gives you the opportunity to contact the instructor and other students with ease. It also allows you to check your current grade at any time. Your enrollment in this class automatically gives you FREE access to this

system. If you are unable to attend a class meeting, please check the Canvas system for assignments, announcements and other course materials. Any changes to the class will be posted on Canvas.

Attendance

A successful student is one who attends class regularly, on time, and for the entire class period. Attendance is very important. **If you miss more than two classes, you may be dropped from the course.** You must leave a message whenever you need to miss a class. You are responsible for any work you miss due to an absence or tardiness. Please contact me if you plan to drop. If your name remains on my final roster, and I have not been contacted, you will receive a failing grade.

Please see your student handbook for a list of official absences. If your absence is due to any reason other than those listed, please post your assignment to the Canvas course. If I do not receive your assignment on the due date, and Maricopa Country Community College does not officially recognize the reason for your absence; the assignment may not receive credit. Tardiness will jeopardize your ability to receive full credit.

Participation Points

Participation points will be awarded for activities that occur in the class. You must be present and actively participate in these class meetings to earn full credit in this area. You can not make up participation points if you are absent.

Required Materials

- Internet access
- Readings – See attached list

Pagers, cell phones, or other disruptive devices will not be tolerated during class. Please set your device to the vibrate mode or turn it off completely. If you need to address an issue via phone or text, please step out of the classroom.

Taping of class is not allowed without prior permission from the instructor.

Grading Policy

Grades will be based on homework assignments, written papers. The final paper and presentation and participation in class discussions and activities. Papers may be graded for both content and grammar. **Be sure to save all your work!**

Your grade will be computed using the following weighting system:

- 50% Major writing and presentation tasks
- 30% Minor writing tasks
- 10% Homework
- 10% In-class activities

Withdraw

Please see the student handbook regarding withdraw policies. Please be aware that certain deadlines must be met in order for you to receive an official withdraw (W) instead of a failing grade for the course. Please be sure to contact me if you have withdrawn.

Homework

The Arizona Board of Regents has established as a general guideline that each course should require a student to spend a minimum of two hours of preparation outside of the class for each hour spent in class. Quality time devoted to the assignments for this course will result in greater success.

Late Assignments

- I do not accept late work.
- For special situations concerning late work, please contact me.

Course Description

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2. Discover, explore and evaluate ways in which culture affects thinking about specific issues. (II)
3. Identify and analyze value conflicts among various international and cultural systems as they relate to specific issues. (III)
4. Identify the assumptions underlying various global and cultural viewpoints.(IV)
5. Locate and dissect the elements of argument in selected readings related to global issues. (V)
6. Assess an author's credibility on an issue, based on background, past writings, journals of publication, and other writers' critical analyses of their work. (VI)
7. Compare and contrast through written discourse the viewpoints of two authors from different countries on a given issue. (VII)
8. Identify and describe the cultural factors that lead to specific biases appearing in the contemporary media. (VIII)
9. Gather, interpret, analyze and synthesize sources from internet, database, and print resources related to one or more global issues. (IX)
10. Interrelate the perspectives of at least three varied global viewpoints on a specific issue and examine the significance and impact of these viewpoints on global culture through a formal research assignment integrating various international sources. (X)

Course Outline

- I. Selected Readings
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 - B. Multiple Countries
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B. Effects of Other Cultures and Traditions

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1. Values of the cultures related to the issues
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1. Values of the cultures related to the issues
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C. Impact on Cultural Viewpoints

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A. Basic Structure

1. Conclusion

2. Evidence

a. Facts

b. Inferences

c. Judgments

B. Types of Appeals

1. Ethos
2. Logos
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VI. Authors` Credibility on a Specific Issue

- A. Background
- B. Past Writings
- C. Where Published
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VII. Viewpoints of Two Authors from Different Cultures on Specific Issue

- A. Effect of their Cultures on Their Thinking
- B. Value Conflicts Involved
- C. Elements of Argument Used
- D. Credibility of Authors

VIII. Cultural Factors that Lead to Biases in the Media

- A. Historical Assumptions Regarding Freedom of the Press
- B. Use of Censorship
- C. Influence of Profit Motive
- D. Entertainment Factor in Journalism
- E. Contemporary Forms of Media
 1. Television
 2. Film
 3. Print
 4. Internet

IX. Research Process

- A. Types of Sources
 1. Internet
 2. Library database
 3. Print
- B. Process
 1. Gathering
 2. Interpretation
 3. Analysis
 4. Synthesis

X. Formal Research Assignment

- A. Relationships Between Viewpoints
 1. Interrelatedness
 2. Significance of relationships
 3. Impact of viewpoints
- B. Substantial Written or Spoken Task
- C. Minimum 3 Cultures
- D. Selection of Specific Issue

Liberal Arts Courses

Students in Liberal Arts courses develop a dialectical approach to thinking through a variety of learning strategies including discussion. In order to have meaningful discussions, students are expected to listen and communicate respectfully. They are encouraged to consider a broad spectrum of viewpoints, and to support their own ideas with appropriate evidence and relevant logical reasoning. Liberal Arts courses support the ability to learn from reading independently and writing to learn, communicate and organize thoughts.

Students With Disabilities

Students with documented disabilities who need academic accommodations should contact:

Director of the Disability Resource Services

South 1151

(602) 286-8170

Students who do not have formal documentation but feel they may have a disability are welcome to visit the Disability Resource Services for information on obtaining documentation.

Learning Center Services

The Learning Center will assist you in studying course materials, learning strategies and study skills designed to make college survival a snap. Contact the Learning Center at (602) 286- 8800.

Academic Misconduct

Academic misconduct will not be tolerated. Students are expected to behave in an appropriate manner while attending this class. Respect the instructor and each other. Please see your student handbook regarding district policies on academic misconduct and sanctions related to these behaviors.

Behavior which disrupts the learning environment and/or hampers the ability of other students to learn, and of instructors to teach, will not be tolerated. Students who disrupt the educational process may be removed from class. Refer to the GWCC Student Handbook for policies regarding Disciplinary Standards.

Plagiarism

Plagiarism is defined as presenting the work of another as one's own. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate documentation format. Always cite your sources! Plagiarized papers will earn a 0.

Readings

Books:

Clapham, A. (2007) *Human rights: A very short introduction*. New York, NY: Oxford University Press.

Table of Contents

1. Looking at Rights
 2. The historical development of international human rights
 3. Human rights foreign policy and the role of the United Nations
 4. The international crime of torture
 5. Legitimate restrictions on freedom
 6. Balancing rights- this issue of privacy
 7. Food education, health, housing and work
 8. Discrimination and equality
 9. The death penalty
- Annex: The Universal Declaration of Human Rights

Haugen, D. & Musser, S. (Eds.)(2013). *Human rights*. Farmington Hills, MI: Westhaven Press

Table of Contents

1. What is the Status of Human Rights Worldwide?
2. How Should the US Government Address Human Rights Issues Worldwide?
3. What is the Impact of Religion on Human Rights?
4. Are All Rights Human Rights?

Non-Fiction Story Collection:

Amnesty International. (2009). *Freedom: Stories celebrating the universal declaration of human rights*. New York, NY. Broadway paperbacks.

Chapters and Journal Articles:

Brownback, S. (2006). Iran violated women's rights. In Gerdes, L. (Eds.) *Rogue nations* (pp. 121-126). Farmington Hills, MI: Greenhaven Press

Dembour, M. (2010). What are human rights: Four schools of thought. *Human Rights Quarterly*. 32:1. 1-20

"Human Rights." Issues & Controversies. Infobase Learning, 3 Dec. 2012.
<<http://icof.infobaselearning.com.ezlib.gatewaycc.edu:2048/recordurl.aspx?ID=6340>>.

Human Rights Watch (2006). The Sudanese government engages in genocide. In Gerdes, L. (Eds.). *Rogue nations* (pp. 127-131). Farmington Hills, MI: Greenhaven Press

Inoue, T. (2003). Human rights and asian values. In Coicaud, J, Doyle, M. & Gardner, A. (Eds.) *The globalization of human rights* (pp. 116-133). Tokyo: United Nations University Press

Kempadoo, E. (2005). Sex worker's rights organizations and anti-trafficking campaigns. In Kempadoo, K. (Eds.) *Trafficking and prostitution reconsidered: New perspectives on migration, sex work, and human rights* (pp. 149-155). Boulder, CO: Paradigm.

Loconte, J. (2006). Rogue nations undermine the united nations' mission to promote human rights. In Gerdes, L. *Rogue nations* (pp. 138-144). Farmington Hills, MI: Greenhaven Press

Seok, K. (2006). North korea represses freedom. In Gerdes, L. *Rogue nations* (pp. 117-120). Farmington Hills, MI: Greenhaven Press

Letters/ Personal Narratives:

"Guatemalan Genocide: Ricardo Falla personal account." Modern Genocide: Understanding Causes and Consequences. ABC-CLIO, 2016. Web. 14 Mar. 2016.

"Henry Morgenthau: Talaat Tells Why He "Deports" the Armenians (1918)." Modern Genocide: Understanding Causes and Consequences. ABC-CLIO, 2016. Web. 14 Mar. 2016.

"Primo Levi: excerpts from if this is a Man and The Drowned and the Saved." Modern Genocide: Understanding Causes and Consequences. ABC-CLIO, 2016. Web. 14 Mar. 2016.

Course Calendar:

All readings should be completed for the class on which they are listed. Please be sure you have completed the reading and are prepared to discuss the reading on the day it appears.

Week 1

Introductions/ syllabus

Community / Procedures / Discussion Rules

Week 2

What are Human Rights?

Reading:

Clapham, Chapter 1 and Pg. 182 Annex

Haugen-Summa (pg. 22-30)

Human Rights Issues and Controversies

Week 3

The History of Human Rights

Minor Writing Definition Due

Reading:

Clapham Chapter 2

Dembour, M.

Week 4

Human Rights as a Global Issue

Readings:

Clapham Chapter 3

Loconte, J.

Week 5

Human Rights and Asia

Human Rights - Western Visions Paper Due

Reading:

Inoue, T.

Haugen-Guowen (pgs. 37-44)

Haugen-Amnesty International (pgs. 45-56)

Week 6

Human Rights and Asia

Reading:

Seok, K.

Week 7

Human Rights and the Middle East

Minor Writing Tone Due

Reading:
Brownback, S.

Week 8

Human Rights and Religious Freedoms

Minor Writing CC Due

Reading:
Haugen-Schulzke (pgs. 140-148)
Haugen – Haraszti (pgs. 149-158)
Haugen – Dacey (pgs. 159-168)
Haugen-Uddin (pgs. 169-174)

Week 9

Human Rights and Africa

Reading:
Human Rights Watch – (Sudan)

Week 10

Human Rights and Abuses of Women

Minor Writing CC Due

Reading:
Haugen – Kelly (pgs. 57-71)
Haugen – Abu-Lughod (pgs. 72-84)

Week 11

Human Rights and the trafficking of people

Reading:
Kempadoo, E.

Week 12

International Voices of Human Rights through Fiction

Minor Writing Fiction Due

Reading:
Short Story from Freedom: Stories Celebrating the Universal Declaration of Human Rights (assigned by group)

Week 13

International voices of Human Rights through Letters and personal accounts

Proposal Project Due

Reading:
All readings listed under Letters/Personal Narratives

Week 14

Redefining human rights with current issues (privacy)

Final Presentations

Readings: Clapham Chapter 6
Haugen – Cerf (pgs. 202-205)
Haugen – Rucker (pgs. 206-210)

Week 15

Redefining Human Rights with current issues (clean water shortages)

Final Presentations

Readings: Clapham Chapter 7
Haugen-Barlow (pgs. 188-196)
Haugen- Business Recorder (pgs. 197-201)

Week 16 / Final time slot

Remaining Final Presentations

Minor Writing Task Examples:

Task 1

Read the assigned article and answer the following questions in one to two pages.

- What is the author's point of view on this issue?
- How would you describe the tone of the author, what words or phrases from the article led you to this description?
- Who is the author's intended audience?
- What do you believe to be the author's primary purpose for writing this article? What quotes from the article signal this purpose?
- How effectively did the author achieve their primary purpose? Provide evidence from the article to justify your answer.

Task 2

Compare and contrast two articles (articles provided) on similar topics and answer the following questions in one to two pages.

- What is each author's primary conclusion on this topic?
- What evidence from the text does the author provide to validate his/her conclusion?
- What are some primary differences between the viewpoints of each author?
- Which author do you believe wrote a more effective article? Use quotes from text to support your selection.

Human Rights Organization Proposal Assignment

For this assignment, you are responsible for developing a proposal to persuade philanthropists to donate to your Human Rights cause.

General Requirements:

- Typed, double - spaced, 12 CPI
- 5-8 pages, you may use heading to separate areas
- Use APA style
- You must use at least 6 sources (one must be the US Department of State)

Additional Requirements:

- o Create a name for your organization and explain what that name means and where your name came from
- o Write a detailed description of what your human rights issue is.
 - o What do you hope to change that is occurring in the world right now?
 - o Where is this occurring?
 - o Who are the victims of these actions?
 - o Who are the perpetrators of these actions?
 - o What United Nations Article is this an example of? How and Why?
- o An explanation of the history of this human right issue in the context of this situation
 - o When did these violations begin?
 - o How and why did they begin?
 - o What has been done so far to limit these activities?
 - o What role does the Western world currently play in the solution?
- o An overview of the United States involvement in the solution to these violations (Use U.S. Department of State reports)
- o A summary and your personal reflection on a personal narrative, letter, observation, interview, etc. of an individual who has been the victim of these violations.
- o An explanation of the actions you could take to help end these human rights violations (brainstorm possible solutions and also research successful efforts that are already in progress)

Human Rights Organization Presentation

Pretend that you are making a plea at a fundraising event asking for corporations and wealthy philanthropists to donate to your cause.

Presentation Requirements:

- 10-12 minutes
- visual presentation to accompany your speaking (any presentation software or web 2.0 tool)
- Review the items contained in your brochure and present your plea
- A brochure or newsletter you hand out to the class containing some of the most important information from your proposal. (This must be only 1 page long).
 - A description of your cause
 - A short history of the cause
 - A summary of a personal story of someone this impacted
 - The solutions you hope to achieve by using the funds
 - The contact info for at least one REAL human rights organization that works on this cause.
 - At least three pictures



Human Rights

David Haugen and Susan Musser, Book Editors

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FREEDOM

STORIES CELEBRATING

THE UNIVERSAL DECLARATION OF
HUMAN RIGHTS

AMNESTY INTERNATIONAL

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This is a work of fiction. Names, characters, places, and incidents either are the product of the author's imagination or are used fictitiously. Any resemblance to actual persons, living or dead, events, or locales is entirely coincidental.

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Andrew Clapham

HUMAN RIGHTS

A Very Short Introduction

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