 GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:
Copy and paste current course information from Class Search/Course Catalog.

College/School: New College of Interdisciplinary Arts and Sciences
Department: School of Social and Behavioral Sciences
Prefix: JHR
Number: 305
Title: Theory and Practice of Social Justice and Human Rights
Units: 3

Is this a cross-listed course? No
Is this a shared course? No
Is this a permanent numbered course with topics? No

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Course description: Interdisciplinary survey of theories and practices of social justice and human rights in transnational and global perspective. The course explores various theories of social justice and human rights and examines in-depth case studies of social injustice and human rights challenges. The course also explores the future of social justice and human rights in light of global climatic and environmental change. Social sciences theories and methods combine with humanistic philosophy to understand the foundations of social justice and human rights.

Requested designation: Global Awareness–G

Mandatory Review: No

Eligibility:
Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:
For Fall 2016 Effective Date: October 1, 2015
For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SO/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:
- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:
Name: Julie Murphy Erfani E-mail: julie.murphy.erfan@asu.edu Phone: 602-543-6015

Department Chair/Director approval: (Required)
Chair/Director name (Typed): Greg Wise Date: 9/28/2016

Rev. 4/2015
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.

<table>
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<th>YES</th>
<th>NO</th>
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<td></td>
<td>1.</td>
<td>Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
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<td>2.</td>
<td>The course must match at least one of the following descriptions: (check all which may apply):</td>
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<tr>
<td></td>
<td>a.</td>
<td>In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
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<td>b.</td>
<td>The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
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<td>c.</td>
<td>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.</td>
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<td>x</td>
<td>d.</td>
<td>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.”</td>
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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.

<table>
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<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
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<tr>
<td>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</td>
<td><strong>SAMPLE:</strong> The course examines the cultural significance of financial markets Japan, Korea, and the UK.</td>
<td><strong>SAMPLE:</strong> 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 &amp; 5 do the same for Korea and modules 6 &amp; 7 do the same for the UK.</td>
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<tr>
<td>1. Contemporary world outside the United States</td>
<td>The course examines human rights and issues of social (in)justice in East Timor, Myanmar, Rwanda, Darfur, Bosnia, Uganda.</td>
<td>PART II. Week 6 looks at East Timor; Week 9 looks at Myanmar; Week 12 looks at Rwanda, Darfur and Bosnia; Week 13 looks at Uganda.</td>
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<tr>
<td>2. Cultural Significance of the issue outside the U.S. and across across cultures in the world.</td>
<td>The course examines human rights and social (in)justices in international and cross-cultural context, such as issues of global human trafficking, global climate change, and transnational forced migration as addressed in international law.</td>
<td>PART II. Weeks 6 - 13 examine issues of global human trafficking, transnational forced migration, economic globalization, economic development, cross-national state repression, and global child welfare as addressed in international and domestic law. Week 15 examines human rights issues in the wake of global environmental problems causing climate change.</td>
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JHR 305: Theory and Practice of Social Justice & Human Rights

Course Description

This is an interdisciplinary survey of theories and practices of social justice and human rights in transnational and global perspective. The course explores various theories of social justice and human rights and examines in-depth case studies of social injustice and human rights challenges. The course also explores the future of social justice and human rights in light of global climatic and environmental change. Social sciences theories and methods combine with humanistic philosophy to understand the foundations of social justice and human rights.
JHR 305: Theory and Practice of
Social Justice & Human Rights

Instructor:
Office
Phone Number
E-mail

Course Description

This is an interdisciplinary survey of theories and practices of social justice and human rights in transnational and global perspective. The course explores various theories of social justice and human rights and examines in-depth case studies of social injustice and human rights challenges. The course also explores the future of social justice and human rights in light of global climatic and environmental change. Social sciences theories and methods combine with humanistic philosophy to understand the foundations of social justice and human rights.

Course Overview and Objectives

1. Introduce students to primary theoretical approaches of social sciences and humanities to the study of social justice and human rights.
2. Highlight key findings that studies of social justice and human rights have produced.
3. Examine key topics and issues in practices of social justice and human rights through varied case studies in transnational and global perspective.
4. Consider the future importance of social justice and human rights theories and practices in addressing ongoing climatic and environmental challenges.
5. Convey social sciences and humanistic methodological skills for studying social justice and human rights.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Identify, evaluate, and employ various theories of social justice and human rights at work in the politics and practices of the contemporary world.
- Connect knowledge about topics, such as forced migration, human and sex trafficking, gender-based violence, genocide, torture, underdevelopment and extreme poverty, child abuse, and state repression to various struggles and practices of social justice and human rights in transnational and global perspective.
- Develop social sciences and humanities research skills to apply to the study and practice of social justice and human rights in local and transnational contexts.
- Employ theories and methods of social science and humanities to write and speak authoritatively about contemporary issues of social justice and human rights.
Course Requirements

Attendance. All students are expected to attend and participate in class. This means arriving to class on time, not leaving early, and participating in the discussion of the readings. Please see attendance policy for guidance on excused absences. Points 10

Brief Reaction Paper. Points 25. All students will write a 3-page reaction paper to a particular week’s set of readings. These papers will focus on critical commentary on the theories, analyses, and/or methodologies presented in the readings.

In-class, Small Group Presentation on a week of readings. Points 25. The instructor will assign students to small presentation groups required to present critical commentary on a particular set of readings to the entire class for one week of the course.

In-class Group Exercise. 10 Points All students will engage in an in-class exercise wherein they will be arranged in small groups and be asked to play the role of a particular type of survivor of human rights abuse or a social justice advocate for a particular issue or cause.

Final Research Paper. Points 30. Students will complete an 8-page research paper on a topic derived from a list of general topics provided by the instructor.

Grade Policy

Grading Scale: The grades will be distributed in the following way:

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<td>92-90 points</td>
<td>A-</td>
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<tr>
<td>89-87 points</td>
<td>B+</td>
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<td>86-83 points</td>
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<td>82-80 points</td>
<td>B-</td>
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<td>79-77 points</td>
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<td>76-70 points</td>
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<td>69-60 points</td>
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<td>59-00 points</td>
<td>E</td>
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Absence Policies: Students are expected to attend class. Only absences that can be proven will be accredited. In case of missing class due to illness students must provide a doctor’s note in order do document the absence. Excused absence for religious observances/practices are in accord with ACD 304-04 “Accommodation for Religious Practices”; and for absences related to university events/activities and military service that are in accord with ACD 304-02 “Missed Classes Due to University Sanctioned Activities.”
Course Policies Classroom behavior:

Electronic devices (cell phones, computers, tablets) can only be used for classroom related activities. Classroom time should not be used to engage in social media. Please silence electronic devices while in class.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student’s behavior disrupts the educational process under USI 201-10 http://www.asu.edu/aad/manuals/ssm/ssm201-10.html.

Guidelines for Dealing with Disruptive Students

Disruptive student guideline can be found at, http://usenate.asu.edu/problems/disruptive Student Code of Conduct and Student Disciplinary Procedures http://www.asu.edu/aad/manuals/usi/usi104-01.html is the web address for the full text of the Student Code of Conduct and Student Disciplinary Procedures. Student Academic Integrity Policy http://provost.asu.edu/academicintegrity is the web address for the full text of the Student Academic Integrity Policy

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling, is available if you wish discuss any concerns confidentially and privately.

Reasonable Accommodations for Students with Disabilities

The Disability Resource Center (DRC) provides information and services to students with any documented disability who are attending New College. Individualized program strategies and recommendations are available for each student, as well as current information regarding community
resources. Students also may have access to specialized equipment and supportive services and should contact the instructor for accommodations that are necessary for course completion. Please refer to the web site at http://www.west.asu.edu/sa/drc/ or contact the DRC at (602) 543-8145.

**Academic Integrity:** “The highest standards of academic integrity are expected of all students. The failure of any student to meet these standards may result in suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of the individual academic unit. Violations of academic integrity include, but are not limited to, cheating, fabrication, tampering, plagiarism, or facilitating such activities. The university academic integrity policy is available from the Academic Programs and Graduate Studies Office. Unit academic integrity policies are available from the deans of the individual academic units.”

**Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for e-mail with "ASU Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: [http://www.asu.edu/epoupdate/](http://www.asu.edu/epoupdate/)

**NOTE:** It is possible that some students might consider some of the material in this course to be sensitive.
Course Itinerary

PART I. APPROACHES TO SOCIAL JUSTICE & HUMAN RIGHTS

Normative and Theoretical Foundations of Social Justice & Human Rights

Week 1

Feminist and Activist Approaches to Social Justice & Human Rights

Week 2

Human Rights in International Relations and International Law

Week 3
Time Dunne and Marianne Hanson, Human Rights in International Relations” in Michael Goodhart, Ed. Human Rights
Rhona Smith, Human Rights in International Law” in Michael Goodhart, Ed. Human Rights

Human Rights in Comparative Politics, Sociology, Anthropology

Week 4

Contemporary Critiques of Human Rights

Week 5
PART II. SOCIAL JUSTICE & HUMAN RIGHTS IN PRACTICE

Democracy, State Repression, Global Civil Society and Human Rights

Week 6
Christian Davenport, Political Democracy and State Repression” in Michael Goodhart, Ed. Human Rights

Marlies Glasius, “Global Civil Society and Human Rights” in Michael Goodhart, Ed. Human Rights

Human Rights, Economic Globalization and Politics of Development

Week 7


Children’s Human Rights Advocacy

Week 8

Forced Transnational Migration and Human Rights

Week 9

Worldwide Indigenous Peoples Human Rights

Week 10
Transnational Trafficking for Sexual Exploitation

Week 11

Genocide, Global Humanitarian Intervention, and Human Rights

Week 12

Alan Kuperman, “Humanitarian Intervention” in Michael Goodhart, Ed. Human Rights

Torture and Transitional Justice

Week 13


PART III. THE FUTURE OF SOCIAL JUSTICE & HUMAN RIGHTS

The Future of Social Justice & Human Rights: Measuring & Monitoring

Week 14

Todd Landman, Measuring and Monitoring Human Rights” in Michael Goodhart, Ed. Human Rights

The Environment, Global Climate Change, and Human Rights

Week 15
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- The Politics of Human Rights  
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- The Practice of Human Rights  
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- Human Rights as an Object of Enquiry  
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