



GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

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

Table with columns: College/School, Prefix, Number, Title, Department, School of Social and Behavioral Sciences, Units.

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course Social & Behavioral Sciences

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.

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). Chair/Director Initials (Required)

Course description: Interdisciplinary survey of theories and practices of social justice and human rights in transnational and global perspective.

Requested designation: Global Awareness-G Mandatory Review: No

Note- a separate proposal is required for each designation.

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.

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.erfani@asu.edu Phone 602-543-6015

Department Chair/Director approval: (Required)

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



ARIZONA STATE UNIVERSITY

Chair/Director (Signature):

A handwritten signature in blue ink, written over two horizontal lines. The signature is cursive and appears to be 'John'.

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"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus; Textbook Table of Contents
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	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.	
<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."	Syllabus; Textbook Table of Contents

Course Prefix	Number	Title	Designation
JHR	305	Theory and Practice of Social Justice and Human Rights	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.
1. Contemporary world outside the United States	The course examines human rights and issues of social (in)justice in East Timor, Myanmar, Rwanda, Darfur, Bosnia, Uganda.	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.
2. Cultural Significance of the issue outside the U.S. and across across cultures in the world.	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.	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.

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:

100-97 points	A+	82-80 points	B-
96-93 points	A	79-77 points	C+
92-90 points	A-	76-70 points	C
89-87 points	B+	69-60 points	D
86-83 points	B	59-00 points	E

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 to 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/epouupdate/>

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

Michael Goodhart, “Human Rights in Politics and Practice” in Michael Goodhart, Ed. Human Rights: Politics and Practice. Oxford: Oxford University Press, 2013.

Anthony Langolis, “Normative and Theoretical Foundations of Human Rights” in Michael Goodhart, Ed. Human Rights: Politics and Practice. Oxford: Oxford University Press, 2013.

Feminist and Activist Approaches to Social Justice & Human Rights

Week 2

Brooke Ackery, “Feminist and Activist Approaches to Human Rights” in Michael Goodhart, Ed. Human Rights

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

Sonia Cardenas, “Human Rights in Comparative Politics” in Michael Goodhart, Ed. Human Rights

Damien Short, “Sociological and Anthropological Approaches” in Michael Goodhart, Ed. Human Rights

Contemporary Critiques of Human Rights

Week 5

David Chandler, “Contemporary Critiques of Human Rights” in Michael Goodhart, Ed. Human Rights

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

Sakiko Fukudo-Parr, "Human Rights and the Politics of Development" in Michael Goodhart, Ed. Human Rights

David Richards and Ronald Gelleny, "Economic Globalization and Human Rights" in Michael Goodhart, Ed. Human Rights

Children's Human Rights Advocacy

Week 8

Vanessa Pupavac, "Children's Human Rights Advocacy" in Michael Goodhart, Ed. Human Rights

Forced Transnational Migration and Human Rights

Week 9

Gil Loescher, "Human Rights and Forced Migration" in Michael Goodhart, Ed. Human Rights

Worldwide Indigenous Peoples Human Rights

Week 10

Paul Havemann, "Indigenous Peoples Human Rights" in Michael Goodhart, Ed. Human Rights

Transnational Trafficking for Sexual Exploitation

Week 11

Andrea Bertone, “Trafficking for Sexual Exploitation” in Michael Goodhart, Ed. [Human Rights](#)

Genocide, Global Humanitarian Intervention, and Human Rights

Week 12

Scott Straus, “Genocide and Human Rights” in Michael Goodhart, Ed. [Human Rights](#)

Alan Kuperman, “Humanitarian Intervention” in Michael Goodhart, Ed. [Human Rights](#)

Torture and Transitional Justice

Week 13

William Schultz, “Torture” in Michael Goodhart, Ed. [Human Rights](#)

Joanna Quinn “Transitional Justice” in Michael Goodhart, Ed. [Human Rights](#)

PART III. THE FUTURE OF SOCIAL JUSTICE & HUMAN RIGHTS

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

Week 14

Michael Goodhart, “The Future of Human Rights” in Michael Goodhart, Ed. [Human Rights](#)

Todd Landman, “Measuring and Monitoring Human Rights” in Michael Goodhart, Ed. [Human Rights](#)

The Environment, Global Climate Change, and Human Rights

Week 15

John Barry and Kerri Woods, “The Environment” in Michael Goodhart, Ed. [Human Rights](#)

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Notes

Brooke Ackerly is a professor of Political Science at the University of California, San Diego. She integrates normative theory with empirical research in her book *Human Rights in a Post-9/11 World* (2006) and *Human Rights Revolutions* (2008).

John Barry is a professor of Political Science at the University of Belfast. He has written extensively on human rights and policy for sustainability, including *Human Rights and the Environment: How It Has Changed, Carbon-Capitalism, and the Future of Progress* (1999, London: Earthscan) and *The Nation-State and the Environment: An International Encyclopedia* (2004, London: Routledge).

Andrea M. Bertoni is a professor of International Affairs, and director of the Center for Global Policy and Practice at the University of California, San Diego. Her research and teaching focus on human rights networks between states and non-state actors, policy and practice in the areas of girls' education, gender equality, and human rights. She has also directed the Center for Global Policy and Practice.

Sonia Cardenas is a professor of International Affairs at the University of California, San Diego. She is currently working at the intersection of human rights and environmental justice between international and domestic law. Her book chapter *Human Rights and Environmental Justice: Compliance, State Responsibility, and the Role of the United Nations* (2006, in *Human Rights and the Environment: How It Has Changed, Carbon-Capitalism, and the Future of Progress*), all from the Center for Global Policy and Practice, and her study of human rights and environmental justice in the *Human Rights Policy* (2006, in *Human Rights and the Environment: How It Has Changed, Carbon-Capitalism, and the Future of Progress*) are notable.

David Chandler is a professor of International Affairs at the University of California, San Diego. He is the author of *Democracy at the Margins: A History of Regular Media Coverage of the Routledge Handbook of International Law* (2006) and *Rethinking Global Human Rights and the Environment: State-building* (2006).

OXFORD

MICHAEL GOODHART

Human Rights

Politics and Practice



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