<table>
<thead>
<tr>
<th>1.) DATE: 8/24/18</th>
<th>2.) COMMUNITY COLLEGE: Maricopa Co. Comm. College District</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.) PROPOSED COURSE:</td>
<td>Prefix: CRE Number: 201 Title: Critical Reading and Writing in a Global Society</td>
</tr>
<tr>
<td>Credits: 3</td>
<td>CROSS LISTED WITH:</td>
</tr>
<tr>
<td>Prefix: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number: ; Prefix: Number:</td>
<td></td>
</tr>
<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR: CANDACE KOMLODI PHONE: 602-286-8736 EMAIL: <a href="mailto:komlodi@gatewaycc.edu">komlodi@gatewaycc.edu</a></td>
<td>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.</td>
</tr>
<tr>
<td>MANDATORY REVIEW:</td>
<td></td>
</tr>
<tr>
<td>□ 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).</td>
<td>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.</td>
</tr>
<tr>
<td>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.</td>
<td></td>
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<tr>
<td>5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:</td>
<td></td>
</tr>
<tr>
<td>Core Areas: Literacy and Critical Inquiry (L)</td>
<td>Awareness Areas: Select awareness area...</td>
</tr>
<tr>
<td>6.) REQUIRED DOCUMENTATION</td>
<td>7.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:</td>
</tr>
<tr>
<td>✔ Cover Form</td>
<td>✔ DECENG prefix ☐ Elective</td>
</tr>
<tr>
<td>✔ Course Syllabus</td>
<td>Current General Studies designation(s): G</td>
</tr>
<tr>
<td>✔ Course Description</td>
<td>Requested Effective date: 2019 Spring Course Equivalency Guide</td>
</tr>
<tr>
<td>✔ Criteria Checklist for the area</td>
<td>Is this a multi-section course? Yes</td>
</tr>
<tr>
<td>✔ Table of Contents from the textbook required and list of required readings/books</td>
<td>Is it governed by a common syllabus? Yes</td>
</tr>
<tr>
<td>Chair/Director: SARA CAMERON</td>
<td>Chair/Director Signature: Sara Cameron</td>
</tr>
<tr>
<td>AGSC Action: Date action taken: ☐ Approved ☐ Disapproved</td>
<td></td>
</tr>
</tbody>
</table>
Proposer: Please complete the following section and attach appropriate documentation.

**ASU - [L] CRITERIA**

**TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE -- AS EVIDENCED BY THE FOLLOWING CRITERIA:**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
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<tbody>
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</table>

**CRITERION 1:** At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. *In-class essay exams may not be used for [L] designation.*

1. Please describe the assignments that are considered in the computation of course grades -- and indicate the proportion of the final grade that is determined by each assignment.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process -- and label this information "C-1".

**CRITERION 2:** The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.

1. Please describe the way(s) in which this criterion is addressed in the course design.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process -- and label this information "C-2".

**CRITERION 3:** The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.

1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements.

   Course Calendar section of the syllabus

   Assignment sheets and grading sheets/ rubrics for two substantial writing projects and one substantial oral presentation are included.
<table>
<thead>
<tr>
<th>2. Also:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information &quot;C-3&quot;.</td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
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</table>

**CRITERION 4:** These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. *Intervention at earlier stages in the writing process is especially welcomed.*

1. Please describe the sequence of course assignments—and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments.

2. Also:

   Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process—and label this information "C-4".
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>General Studies Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRE</td>
<td>201</td>
<td>Critical Reading and Writing in a Global Society</td>
<td>L</td>
</tr>
</tbody>
</table>

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>
<thead>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion 1</td>
<td>80% of the final grade is dependent upon writing assignments</td>
<td>The Grading Policy section of the syllabus includes a breakdown showing that 80% of the grade is a result of writing assignments. 60% of the grade is comprised of the three substantial assignments and the remaining 20% is comprised of the 3 minor writing assignments. Assignment sheets and grading sheets are also included for each of these assignments.</td>
</tr>
<tr>
<td>Criterion 2</td>
<td>The two substantial Writing assignments and the substantial oral presentation all require extensive research</td>
<td>The assignment sheets related to these assignments direct students on both the number of sources they require as well as the appropriate citation format which should be used. Each assignment requires research into both historical documents as well as current materials giving students exposure to various forms of research. The final assignment also directs students to consult the U.S. Department of state reports giving them exposure to government documents research. The grading sheets also show that research is required to earn points on each assignment.</td>
</tr>
<tr>
<td>Criterion 3</td>
<td>2 substantial written assignments and 1 substantial oral presentation are included in this class.</td>
<td>The assignment sheets and grading sheets are included for 2 substantial writing assignments and one substantial oral presentation. All 3 of these assignments require in depth research, critical inquiry, analysis and evaluation. The grading sheets included show that appropriate written conventions and appropriate citation formats are required.</td>
</tr>
<tr>
<td>Criterion 4</td>
<td>Assignments are separated by an adequate amount of time for peer and instructor feedback.</td>
<td>The two major written assignments are separated by approximately 8 weeks. The final project also lays the groundwork for the final presentation by allowing students to utilize much of the research from the written report in their oral presentation.</td>
</tr>
</tbody>
</table>
Critical Reading and Writing in a Global Society

Course: CRE201  Lecture 3 Credit(s) 3 Period(s) 3 Load
Course Type: Academic
Load Formula: S - Standard Load
First Term: 2017 Spring
Final Term: Current

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).

Course Attributes:
General Education Designation: Global Awareness [G]

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)
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
   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
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   E. Interpersonal Issues
      1. Values of the cultures related to the issues
      2. Comparing n 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
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
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 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 specials situation 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.
Attention
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 County 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 minor writing assignments, in-class activities, class participation, written papers and class presentations. Papers will be graded using a rubric. **Be sure to save all your work!**

Your grade will be computed using the following weighting system:

- 20% Essay 1 – Universal Declaration of Human Rights
- 20% Human Rights Organization Proposal Assignment
- 20% Human Rights Organization Oral Presentation
- 20% 3 Minor writing tasks
- 20% In-class activities and participation
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
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)

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   B. Multiple Countries
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   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

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   A. Types of Sources
      1. Internet
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   B. Process
      1. Gathering
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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:

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


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?

Story Collection:


Chapters and Journal Articles:


**Letters/ Personal Narratives:**


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
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 – Major 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
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
**Minor Writing CC Due**
Reading:
Human Rights Watch – [Sudan]

**Week 10**
Human Rights and Abuses of Women
Reading:
Haugen – Kelly (pgs. 57-71)
Haugen – Abu-Lughod (pgs. 72-84)

**Week 11**
Human Rights and the trafficking of people
**Minor Writing Fiction Due**
Reading:
Kempadoo, E.

**Week 12**
International Voices of Human Rights through Fiction
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.
Essay 1 - Universal Declaration of Human Rights

The Universal Declaration of Human Rights was completed in 1966 and implemented in 1976. The Declaration is made up of 30 articles defining and affirming the rights of all human beings. A complete copy of the Universal Declaration of Human Rights can be found in the back of the Andrew Clapham Text, *Human Rights, A Very Short Introduction*.

To successfully complete this assignment, you will select one article from this document as your primary topic and undertake the necessary research to complete an essay which addresses the questions below:

1. Select an article from the Universal Declaration of Human Rights.
2. Define and explain the intended meaning of this article.
3. Research historical examples of situations when this article was ignored.
   a. When did it happen?
   b. Where did it happen?
   c. Are there statistics related to the event(s)?
   d. Who intervened in the situation?
   e. What was the result of this intervention?
4. Research examples of current situations where this article is being ignored.
   a. Where is it happening?
   b. Are there statistics related to the events?
5. Research and propose possible solutions to improving the lives of the individuals involved.
   a. Is there currently an organization working on this problem?
   b. Is the United Nations and/or United States working to solve this problem?
   c. Do you have any of your own suggestions?

General Requirements:
- Typed, double - spaced, 12 CPI, Times New Roman font
- 4-6 pages
- Cite your sources and format your paper using either APA or MLA format
- You must use at least 4 sources (no more than one source may be a web site)

The resulting product should be a well researched, effectively written essay. This essay should adequately identify and define one element of human rights, present examples of both historical and ongoing human rights violations, and propose possible ways to bring these violations to an end.
Universal Declaration of Human Rights Grading Sheet

General Requirements are met (10 points) __________
The paper is typed, double-spaced and uses Times New Roman Font at 12CPI. The length of
the paper is appropriate and sources are cited correctly in MLA or APA format. There are a
minimum of 4 sources included.
Comments:

Sentence Structure Grammar and Mechanics (10 points) __________
Sentences are well written and vary in structure and length. There are no errors in spelling,
grammar, and/or mechanics.
Comments:

Definition and Explanation (10 points) _____
The Universal Right article language is included. The meaning of the Universal Right is
effectively described and explained.
Comments:

Historical Research (25 points) _____
The paper shows a clear indication that historical research was reviewed. Citations are included
when necessary. The paper effectively introduces and expands on the historical context related
to this Universal Right.
Comments:

Current Research (25 points) ______
The paper shows a clear indication that current research was reviewed. Citations are included
when necessary. The paper effectively introduces and expands on the current context related to
this Universal Right.
Comments:
Solutions (20 points) 

The paper shows a clear indication that research was conducted related to potential solutions related to violations of this Universal Right. A review of current organizations and/or nations involved in solving the problem are included. Additional solutions are proposed.

Comments:

Additional Comments and Suggestions for Improvement:

Total Points ________/100
Human Rights Organization Proposal Assignment

For this assignment, pretend that you have been hired to start a new human rights organization, and that you are responsible for developing a written proposal to persuade philanthropists to donate to your Human Rights cause.

General Requirements:
- Typed, double-spaced, 12 CPI, Times New Roman font
- 5-8 pages, you may use headings to separate areas
- Cite your sources and format your paper using either APA or MLA format
- You must use at least 6 sources (one source must be the US Department of State)

Additional Requirements:
- Create a name for your organization and explain what that name means and where your name came from
- Write a detailed description of what your human rights issue is.
  - What do you hope to change that is occurring in the world right now?
  - Where is this occurring?
  - Who are the victims of these actions?
  - Who are the perpetrators of these actions?
  - What United Nations Article is this an example of? How and Why?
- An explanation of the history of this human right issue in the context of this situation
  - When did these violations begin?
  - How and why did they begin?
  - What has been done so far to limit these activities?
  - What role does the Western world currently play in the solution?
- An overview of the United States involvement in the solution to these violations (Use U.S. Department of State reports)
  - 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.
  - 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 Grading Sheet

General Requirements are met (10 points) ______
The paper is typed, double-spaced and uses Times New Roman Font at 12CPI. The length of
the paper is appropriate and sources are cited correctly in MLA or APA format. There are a
minimum of 6 sources included.
Comments:

Sentence Structure Grammar and Mechanics (10 points) ______
Sentences are well written and vary in structure and length. There are no errors in spelling,
grammar, and/or mechanics.
Comments:

Name of Organization (5 points) ______
The name is included. A thorough explanation of the original of the name is included.
Comments:

Definition and Explanation (20 points) ______
The Human Right is effectively defined and explained. The description includes references to
the location of violations, the victims and the perpetrators. The Universal Right article in violation
is included. It is clear to the reader what issues the student would like to resolve regarding
Human Rights violations.
Comments:

Historical Research (20 points) ______
The paper shows a clear indication that historical research was reviewed. Citations are included
when necessary. The paper effectively introduces and expands on the historical context related
to this Human Rights Violation.
Comments:
United States Involvement (10 points)

The paper clearly shows and references reports from the U.S. Department of State related to human rights violations. An overview of U.S. involvement is included.
Comments:

Personalization of the Issue (15 points)

A personal narrative, letter, observation, interview, etc. was located and is included. A thorough summary of this item is included. The paper shows deep evidence that deep thought and personal reflection was conducted related to the topic.
Comments:

Solutions (10 points)

The paper shows a clear indication that research was conducted related to potential solutions related to the violation of this human right. A review of current organizations and/or nations involved in solving the problem are included. Additional solutions are proposed.
Comments:

Additional Comments and Suggestions for Improvement:

Total Points ______/100
Human Rights Organization Presentation

Pretend that you are making an oral presentation 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 (see below) 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 only be 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
## Oral Presentation Rubric

**Presenter's Name:** ___________________________  
**Date:** ___________________________

**Total Score:** ____________

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<th>Distinguished</th>
<th>Intermediate</th>
<th>Novice</th>
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<tr>
<td><strong>Volume</strong></td>
<td>Presenter is easy to hear.</td>
<td>Audience is able to hear as a whole, but there are times when volume is not quite adequate.</td>
<td>Presenter is difficult to hear.</td>
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<tr>
<td><strong>Rates</strong></td>
<td>Rates of speech are appropriate.</td>
<td>Speaker may at times seem like s/he is rushing or exaggerating pauses.</td>
<td>The rates of speaking are too slow or too fast.</td>
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<tr>
<td><strong>Mannerisms</strong></td>
<td>Speaker makes eye contact with everyone and has no nervous habits. Speaker has excellent posture.</td>
<td>Eye contact may focus on only one member of the audience or a select few members. Mildly distracting nervous habits are present but do not override the content.</td>
<td>Very little eye contact is made with the audience. It may sound like the speaker is reading the presentation. Nervous habits that distract the audience are present.</td>
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<td><strong>Engagement</strong></td>
<td>Presentation involves audience, allowing time for audience to think and respond.</td>
<td>Audience is involved but inadequate processing or response time is provided.</td>
<td>Speaker does not involve audience.</td>
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<td><strong>Organization</strong></td>
<td>Presentation is well organized with a beginning, middle, and end. There is a strong organizing theme, with clear main ideas and transitions.</td>
<td>Speaker loses train of thought, does not stay with the the proposed outline, or connections are attempted but not made clear for the audience.</td>
<td>Presentation shows little organization, unclear purpose, and/or unclear relationships or transitions.</td>
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<tr>
<td><strong>Content</strong></td>
<td>Information is complete and accurate. Clear evidence of research.</td>
<td>Research component is less evident than in distinguished category or resources are present but less than adequate for assignment.</td>
<td>Details and examples are lacking or not well chosen for the topic or audience. Lack of evidence of research.</td>
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<tr>
<td><strong>Visual Aids/Handouts</strong></td>
<td>Visual aids are well done and are used to make presentation more interesting and meaningful.</td>
<td>Visuals are adequate but do not inspire engagement with the material.</td>
<td>Very little or poor use of visual materials. No handouts provided.</td>
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<td><strong>Length</strong></td>
<td>Appropriate length. Clear summary is provided. Audience is involved in synthesizing the information.</td>
<td>Time is appropriately used, but may run slightly over or under allotted time and/or information is not tied together or conclusion is inadequate.</td>
<td>Presentation lacks conclusion and/or time is not appropriately used.</td>
</tr>
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**Comments:**
Chimamanda Ngozi Adichie, Kate Atkinson, Ishmael Beah, Paulo Coelho, Nadine Gordimer, Marina Lewycka, Henning Mankell, Yann Martel, Rohinton Mistry, David Mitchell, Walter Mosley, Joyce Carol Oates

Freedom

Stories Celebrating the Universal Declaration of Human Rights

Amnesty International

with a foreword by Archbishop Desmond Tutu
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