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Human Rights: An Inter Global Approach

North Carolina Agricultural and Technical State University

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NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

COURSE SYLLABUS

College Name: College of Arts, Humanities and Social Sciences
Department Name: Department of Liberal Studies
Course Name: Human Rights: An Inter Global Approach

COURSE INFORMATION

- Course Number/Section: LIBS 313
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.

If there's a graduate teaching assistant assigned to work with this course, please include their names also.

STUDENT HOURS

These are times students may visit the professor without an appointment to request the assistance they need.

NOTE: Students are responsible for reading, understanding, and following the syllabus.

: AM ☐ / PM ☐ – : AM ☐ / PM ☐

Monday ☐ Tuesday ☐ Wednesday ☐ Thursday ☐ Friday ☐

COURSE PREREQUISITES

COURSE DESCRIPTION

What are "human rights"? Who defines this concept and sets its standards? Has the concept changed over time? This course takes an interdisciplinary and global approach to the study of human rights. It looks at specific "human rights" violations of our time, including honor killing, bride burning, genital mutilation, death by stoning, torture and child labor. Students will learn about the social, cultural, economic, political and legal contexts within which certain practices deemed human rights violations take place and be confronted with the ultimate question of "Can I judge the practices of people living in other cultures?".

STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)

Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.

If the course is a General Education Course, the SLO should be listed and labeled as "General Education."

SLO 1: Analyze the Universal Declaration of Human Rights (UDHR) and summarize specific components within the UDHR, its historical antecedents in the U.S. Bill of Rights and the French Rights of Man, and explore the theoretical, cultural, and political foundations of these documents.

SLO 2: Research and identify specific examples of human rights issues involving children, peace, safety, security, health and education, economic justice, and the rights of prisoners and detainees.

SLO 3: Use the UDHR to evaluate and develop investigation and critical reporting skills of human rights issues and violations in the modern world.

REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

REQUIRED TEXTS:

REQUIRED MATERIALS:

SUGGESTED COURSE MATERIALS

SUGGESTED READINGS/TEXTS:

SUGGESTED MATERIALS:

GRADING POLICY

ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

For GRADUATE COURSES: See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Boards	10	20
Extra Credit Quiz	1	5
Reading Quizzes	3	15
Human Rights E-Course	1	10
Human Rights Case Study	1	10
Exam	2	40
Total	18	100%

COURSE POLICIES

USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

Note: Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54
EXTRA CREDIT**

LATE WORK

SPECIAL ASSIGNMENTS

For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)

For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

CLASSROOM CITIZENSHIP

Courtesy, civility, and respect must be the hallmark of your interactions.

COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at accessibilityresources@ncat.edu. Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

Please note: Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

TITLE IX

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

TECHNICAL SUPPORT

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES

If applicable:

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER

https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf

OTHER POLICIES (e.g., Copyright Guidelines, Confidentiality, etc.)

STUDENT HANDBOOK

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

SEXUAL MISCONDUCT POLICY

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

<https://www.ncat.edu/registrar/ferpa.php>

STUDENT COMPLAINT PROCEDURES

STUDENT CONDUCT AND DISCIPLINE

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Unit 1: Course Introduction and Overview	ULO 1: Understand and explain the reasons for taking this course. (SLO 1) ULO 2: Describe familiar elements within the course content. (SLO 1) ULO 3: Define Human Rights. (SLO 1) ULO 4: Explain how Human Rights have changed over the years. (SLO 1)	1. Complete: Assignment #1 (ULO 1) 2. Complete: Discussion Board #2 (ULO 3-4)
	Unit 2: The Idea of Human Rights	ULO 1: Know how the idea of human rights evolved. (SLO 1) ULO 2: Explain how human rights law is applied. (SLO 1, 3) ULO 3: Describe how human rights law can be contested. (SLO 1, 3)	1. Complete: Human Rights e-Course Sections (ULO 1-3) 2. Complete: Assignment #2 (Unit 1 ULO 3-4)
	Unit 3: The History of Human Rights	ULO 1: Interpret how and why states use human rights in international relations. (SLO 1, 3) ULO 2: Explain key events of the 20th century that led to the development of human rights as international law. (SLO 1)	1. Complete: Human Rights e-Course Sections (ULO 1-2) 2. Complete: Assignment #3 (Unit 2 ULO 1-3)
	Unit 4: Human Rights Explained	ULO 1: Know and understand the types of human rights claims that dominate global politics. (SLO 1, 2) ULO 2: Explain and interpret key factors that contributed to the expansion and commitment to the human rights agenda (SLO 1, 2)	1. Complete: Human Rights e-Course Sections (ULO 1-2) 2. Complete: Assignment #4

	Unit 5: Honor Killing	ULO 1: Define honor killing. (SLO 2) ULO 2: Analyze religious customs and cultural mores of countries where honor killing is practiced. (SLO 2) ULO 3: Explain why honor killing is considered a human rights violation (SLO 2, 3)	1. Complete: Discussion Board #3 (ULO 1-3)
	Unit 06: Bride Burning and Dowry-Related Death	ULO 1: Analyze the religious customs and cultural mores where bride burning and/or dowry-related violence is practiced. (SLO 2) ULO 2: Explain why bride burning and/or dowry-related violence is a human rights violation. (SLO 2, 3)	1. Read Article: India Burning Brides and Ancient Practice on the Rise (ULO 1) 2. Complete: Discussion Board#4 (ULO 1-2)
	Unit 07: Female Genital Mutilation	ULO 1: Define the four classification types of female genital mutilation. (SLO 2) ULO 2: Analyze the cultural norms and mores of societies where female genital mutilation is performed. (SLO 2) ULO 3: Explain why female genital mutilation is a human rights violation. (SLO 2, 3)	1. Read Article: Genital Mutation of Girls (ULO 1-2) 2. Complete: Discussion Board #5 (ULO 1-3)
	Unit 08: Mid Term	ULO 1: Complete the Mid-term exam. (SLO 1-3)	1. Complete: Mid Term Exam (ULO 1)
	Unit 09: Death by Stoning	ULO 1: Analyze the significance of death by stoning regarding those that practice Islamic faith and principles. . (SLO 2) ULO 2: Explain why death by stoning is a human rights violation. (SLO 2, 3)	1. Read: Article: Brunei Introduces Death by Stoning As Punishment For Gay Sex (ULO 1-2) 2. Read: Article: Brunei to Punish Gay Sex and Adultery With Death By Stoning (ULO 1-2) 3. Read: Article: Death by Stoning: Why Is This Sickening Punishment Legal? (ULO 1-2) 4. Complete: Discussion Board #6 (ULO 1-2)
	Unit 10: Torture	ULO 1: Cite reasons for implementing torture by government officials in the United States and other foreign countries. . (SLO 2) ULO 2: Differentiate between moral and legal grounds for inflicting torture. . (SLO 2) ULO 3: Explain why torture in a human rights violation. (SLO 2, 3)	1. Read Article: The Truth About Torture (ULO 1-3) 2. Read Article: Torture for Dummies: Exploding the 'Ticking Bomb' Argument (ULO 1-3) 3. Read Article: Trump Said 'Torture Works.' An Echo Is Feared Worldwide (ULO 1-3) 4. Complete: Discussion Board #7 (ULO 1-3)

	Unit 11: Child Labor	<p>ULO 1: Explain the article(s) of the Universal Declaration of Human Rights regarding the safety of children and minors. . (SLO 1-2)</p> <p>ULO 2: Cite examples of why underage children are often put to work. . (SLO 2)</p> <p>ULO 3: Explain why child labor is considered a human rights violation. (SLO 2, 3)</p>	<ol style="list-style-type: none"> 1. Read Article: The Hidden Cost of Jewelry: Human Rights in Supply and the Responsibility of Jewelry Companies (ULO 1-2) 2. Read Article: Underhand Tactics: The Real Price of Your Mobile Phone (ULO 1-2) 3. Complete: Discussion Board #8 (ULO 1-3)
	Unit 12: Human Trafficking	<p>ULO 1: Define human trafficking. . (SLO 2)</p> <p>ULO 2: Cite examples of how the victims of human trafficking are often identified and recruited by their abusers. (SLO 2)</p> <p>ULO 3: Explain why human trafficking is considered a violation of the Universal Declaration of Human Rights. (SLO 2, 3)</p> <p>ULO 4: Explain the reason(s) why cases of human trafficking go unreported. (SLO 2, 3)</p>	<ol style="list-style-type: none"> 1. Complete: Discussion Board #9 (ULO 1-4)
	Unit 13: LGBTQ+ Rights	<p>ULO 1: Explain the United Nation's role in implementing universal human rights to those that identify as LGBTQ+. (SLO 1, 2)</p> <p>ULO 2: Explain the reason(s) why LGBTQ+ abuse cases go unreported and unsolved. (SLO 2)</p> <p>ULO 3: Cite recommendations for making sure that LGBTQ+ rights and laws are upheld and enforced. (SLO 2)</p>	<ol style="list-style-type: none"> 1. Read Article: LGBT Bullying As A Violation of Universal Human Rights Click for more options (ULO 1-3) 2. Read Article: Human Rights Violation of the LGBT Community (ULO 1-3) 3. Read Article: Are LGBT Rights Human Rights? Recent Developments at the United Nations (ULO 1-3) 4. Complete: Discussion Board#10 (ULO 1-3)
	Unit 14: Human Rights and the Environment	<p>ULO 1: Analyze the Universal Declaration of Human Rights regarding the right to a clean, safe, and inhabitable environment. (SLO 2, 3)</p> <p>ULO 2: Explain why the water crisis in Flint, Michigan violates the Universal Declaration of Human Rights. (SLO 2, 3)</p>	<ol style="list-style-type: none"> 1. Read Article: Water Is a Human Right – in Flint, in Michigan, and the US The Case Against Flint Officials' Responsibility for Lead-Tainted Water (ULO 1-2) 2. Complete: Discussion Board #11 (ULO 1-2)

	<p>Unit 15: Human Rights as It Relates to Health and Poverty</p>	<p>ULO 1: Conduct a current or ongoing human rights abuse case and/or violation investigation not covered in class. (SLO 2, 3)</p> <p>ULO 2: Explain the theoretical foundation from research to support the determination that a human rights abuse and/or violation has occurred. (SLO 3)</p> <p>ULO 3: Provide recommendations to the United Nations for policy changes that coincide with the Universal Declaration of Human Rights and international law. (SLO 3)</p> <p>ULO 4: Analyze the Universal Declaration of Human Rights regarding the health and well-being of human citizens. (SLO 2, 3)</p> <p>ULO 5: Explain why the COVID-19/Coronavirus pandemic is a human rights violation. (SLO 2, 3)</p>	<ol style="list-style-type: none"> 1. Read Article: COVID-19 and Human Rights: We are all in this together (ULO 1) 2. Complete: Case Study #1 (ULO 2) 3. Complete: Final Exam 4. Complete: (HRC) Human Rights E-Course (ULO 2) 5. Complete: Discussion Board#12 (ULO 1)
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** These descriptions and timelines are subject to change at the discretion of the instructor.*