

	<p><i>School of Arts &amp; Science</i>  <b>HUMANITIES DEPARTMENT</b></p> <p><b>HIST 250-01</b>  <b>History of Human Rights</b>  <b>Fall 2009</b></p>
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## COURSE OUTLINE

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**The Approved Course Description is available on the web @ <http://camosun.ca/learn/calendar/current/web/hist.html>**

*Ω Please note: this outline will be electronically stored for five (5) years only.  
It is strongly recommended students keep this outline for your records.*

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### 1. Instructor Information

(a)	Instructor:	Dr. Larry Hannant
(b)	Office Hours:	Tuesday 1:00pm-2:20pm; Wednesday 10:30am-12:20pm; Thursday 1:00-2:20pm; Friday 10:30am-12:20pm or by appt.
(c)	Location:	Young 232
(d)	Phone:	370-3389
(e)	Email:	hannant@camosun.bc.ca

### 2. Intended Learning Outcomes

Through reading textbooks and primary source materials, hearing faculty lectures, participating in seminars, writing papers, making presentations, and performing tests, upon completion of this course the student will be able to:

1. Demonstrate a perspective on the development of the concept and practical meaning of human rights over the past three centuries, as this has developed in several countries, mostly European and North American.
2. Explain the democratic tradition and its meaning for citizens, including the nature of the state, political institutions and constitutions and the relations between majority and minorities.
3. Compare various national and international practices and declarations with regard to the protection of human rights.
4. Think critically about historical issues and writing by evaluating the arguments put forward by historians, weighing the evidence they present and making judgments about the strength of their arguments.
5. Distinguish the academic methods, outlook and scope of History from other disciplines.
6. Conduct research and communicate research results orally and in writing.

### 3. Required Materials

- (a) Micheline R. Ishay, *The History of Human Rights: From Ancient Times to the Globalization Era* 2<sup>nd</sup> edition (Berkeley CA: University of California Press; 2008)  
 (b) History 250 Reading Package 2009 edition

#### 4. Ground Rules

- Fairness to all requires that I stipulate that students will not be allowed to do “extra work” to make up for poor grades on any one assignment or combination of assignments.
- I do not “lecture to the textbook.” If you want to know how Micheline Ishay, the author of your textbook, assesses a particular historical issue, I encourage you to read the textbook. (In any case, you’ll be tested on it.) I might well have a different interpretation from her. My goal in the lecture is both to provide basic information about the events of the past and to acquaint you with some ways to *understand* those events.
- This course requires you to read regularly; some weeks there’s a fair amount of reading. Don’t fall behind. ***This especially applies to the textbook.***
- While I allow laptop computers in lectures, I expect that you will use them to take notes on them, not surf the web, email friends, etc. In discussion sessions, where the focus is on participation, I **do not** allow the use of laptops.
- You may not use recording devices in the classroom without my permission, unless use of a recording device is sanctioned by the College’s Resource Centre for Students with Disabilities. In the latter case, please make sure to provide me with a notification letter from the Centre. Recordings made in the classroom are for your personal use only, and distribution of recorded material is prohibited

#### 5. Desire 2 Learn (D2L) component

Each of you has access to Desire 2 Learn, Camosun College’s Learning Management System, which will be used for several aspects of this course – written assignments and discussion leadership questions, which will be submitted through the Dropbox function in D2L; viewing grades, including the weekly discussion participation grade and the discussion leadership grades; accessing some of the discussion readings; viewing the lecture outlines; and keeping up with news about the course. Please sign in immediately and check into it frequently.

Signing in to D2L: Once you’re registered in this course, use your computer to go to the following web location: <http://online.camosun.ca> The sign-in process is simple and is described on the opening page of the D2L site.

#### 6. Discussions

Beginning on Tuesday, September 15, and on most Tuesdays through the term we will have discussion sessions. Please ensure that you attend every session and join in the discussion.

The aim of these sessions is to have a wide-ranging and informal discussion based on sections in the **READING PACKAGE** (except on Sept. 15). For the discussion, don't be intimidated if the meaning of some of the reading material isn't clear to you. Keep in mind that pertinent questions are often as useful as thoughtful comments. Write down some questions about what you don't grasp and think about possible answers to them. Bring them to class and share them with everyone.

Keep in mind that **you can't expect to earn a passing grade for the discussion portion of the mark without participating regularly in the discussions.** You will be judged on the frequency and quality of your contributions. **Attendance alone doesn't constitute participation.**

## 7. Discussion leadership

For *two* assigned discussions through the term, each of you will be *the designated leader for the session*. What does it mean to be a discussion leader? Most importantly, you are responsible to raise relevant and thoughtful questions for other students that help to *encourage discussion* that probes and develops key aspects of the readings.

Try to set up questions that are open-ended and that cause your colleagues to think about the readings.

From my experience, two types of questions don't work well. One is "should" questions which invite a moral response based on contemporary standards. Historians call these "presentist." These ask your fellow students to *judge* the past by our contemporary standards of morality. A century from now, assuming humans survive, people might think that your ownership and use of a car was criminal, yet you might not give it a passing thought. Do you want them to judge you by the standards of the future? Probably not. Don't evaluate people living under different conditions from you in the past by your standards. Our task as historians is to *understand* the past, not to judge it.

A second type of question that, in my experience doesn't work well is "what if" ones. "Would Germans' human rights been better protected if the Nazis had not seized power?" The only response we can have is "Sure, but the Nazis *did* seize power." A more fruitful question might be *why* the Nazis took power and what human rights implications this had.

On the weeks you are the designated discussion leader, you will submit at least three questions to me via D2L. These questions must be submitted via the Dropbox function in D2L **no later than 5:00pm** on the days you're the designated discussion leader.

I'll circulate a list of sessions. Each of you will sign up to be discussion leader for TWO sessions.

## 8. Course Content and Schedule

**WEEK-BY-WEEK SCHEDULE (subject to change due to illness, etc.)**

<b>DATE</b>	<b>TOPIC AND REQUIRED READINGS</b>
Sept. 8	Introduction to course and library orientation
Sept. 15	Human Rights concepts and background to 1750 Discussion reading: <i>History of Human Rights</i> , pp. ix to xxi, 2-14 <b>ALSO REQUIRED</b> Topic 1 in Reading Package
Sept. 22	The “age of revolutions” and human rights Discussion: Topic 2 in reading package
Sept. 29	Human rights in the early capitalist era Reading: <i>History of Human Rights</i> , pp. 63-116 Discussion: Topic 3 in reading package
Oct. 6	Agitation and legislation 1850-1914 Discussion reading: <i>History of Human Rights</i> , pp. 117-172 Discussion: Topic 4 in reading package
Oct. 13	World War 1 and its human rights impact Reading: <i>History of Human Rights</i> , pp. 174-191 and 199-209 Discussion: Topic 5 in reading package
Oct. 20	Mid-term exam, in class, 2 hours; <b>no discussion today</b>
Oct. 27	Human rights 1918-1930 Reading: <i>History of Human Rights</i> , pp. 229-238 Discussion: Topic 6 in reading package
Nov. 3	The Great Depression Reading: <i>History of Human Rights</i> , pp. 209-210 Discussion: Topic 7 in reading package
<b>NOTE: November 10 is last day to withdraw without a failing grade</b>	
Nov. 10	Fascism and communism and human rights Reading: <i>History of Human Rights</i> , pp. 188-191, 199-205 Discussion: Topic 8 in reading package <b>Today’s discussion will be an online one, via D2L. Sign into D2L and contribute to the discussion during the period Nov. 10-16. Discussion leaders must post their questions on Nov. 10 to initiate discussion.</b>
Nov. 17	Global war and its impact on human rights Reading: <i>History of Human Rights</i> , pp. 191-199; 210-225 Discussion: Topic 9 in reading package

**Today's discussion will be an online one, via D2L. Sign into D2L and contribute to the discussion during the period Nov. 17-23. Discussion leaders must post their questions on Nov. 17 to initiate discussion.**

- Nov. 24      The Cold War and its human rights impact  
 Reading: *History of Human Rights*, pp. 225-243  
 Discussion: Topic 10 in reading package
- Dec. 1        The "age of rights"  
 Reading: *History of Human Rights*, pp. 246-313  
 Discussion: Topic 11 in reading package
- Dec. 8        Globalization and human rights  
 Reading: *History of Human Rights*, pp. 316-367  
 Discussion: Topic 12 in reading package

### **9. Basis of Student Assessment (Weighting)**

Discussion participation	10%
Discussion leadership	5%
Essay plan (due Oct. 9)	10%
Essay (due Nov. 27)	25%
Mid-term exam (Oct. 20)	25%
Final exam (in exam period)	<u>25%</u>
Total	100%

**The final exam will be in the scheduled exam period, December 14-19 and 21. Please do not make any arrangements to leave the city in December until you know when the exam will be held.**

Both mid-term and final exam must be written during the scheduled times unless a physician's medical certificate is presented to me. There will be no exceptions without a medical certificate.

### **10. Grading System**

#### **Standard Grading System (GPA)**

<b>Percentage</b>	<b>Grade</b>	<b>Description</b>	<b>Grade Point Equivalency</b>
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which	1

		credit is granted; a course with a "D" grade cannot be used as a prerequisite.	
0-49	F	Minimum level has not been achieved.	0

### Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at [camosun.ca](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3<sup>rd</sup> course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

## 11 Recommended Materials or Services to Assist Students to Succeed Throughout the Course

### LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at [camosun.ca](http://camosun.ca).

### STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.