

	<p><i>School of Arts & Science</i> HUMANITIES DEPARTMENT</p> <p>HIST 250-01 History of Human Rights Winter 2010</p>
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COURSE OUTLINE

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.*

1. Instructor Information

(a)	Instructor:	Dr. Larry Hannant
(b)	Office Hours:	Tuesday 2:30pm-5:00pm; Wed 10:30am-12:20pm; Friday 10:30am-12:20pm or by appointment
(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* 2nd edition (Berkeley CA: University of California Press; 2008)
 (b) History 250 Reading Package 2010 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.

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 Thursday, January 14 and on most Thursdays 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 January 14, which includes some textbook material). 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. 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 one assigned discussion 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, several 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. It isn't useful to use our standards to evaluate people living under different conditions. 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 have 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.

A third type of question is also dubious. That asks your fellow students to comment on contemporary issues unrelated to the readings themselves. For example: "What is the contemporary significance of the end of slavery in the British Empire?" The question makes too big a leap in historical conditions. Moreover, the goal of asking questions is to focus on the specific articles.

On the week 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 12:30pm** on the days you're the designated discussion leader.

I'll circulate a list of sessions. Sign up to be discussion leader for one session.

8. Course Content and Schedule

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

DATE	TOPIC AND REQUIRED READINGS
Jan.7	Introduction to course

- Jan. 12 Human Rights concepts and background to 1750
- Jan. 14 Discussion 1
Assigned reading: *History of Human Rights*, pp. ix to xxi, 2-14
ALSO REQUIRED Topic 1 in Reading Package
- Jan. 19 The “age of revolutions” and human rights
- Jan. 21 Discussion: Topic 2 in reading package
- Jan. 26 Human rights in the early capitalist era
Reading: *History of Human Rights*, pp. 63-116
- Jan. 28 Discussion: Topic 3 in reading package
- Feb. 2 Agitation and legislation 1850-1914
Reading: *History of Human Rights*, pp. 117-172
- Feb. 4 Discussion: Topic 4 in reading package
- Feb. 9 World War 1 and its human rights impact
Reading: *History of Human Rights*, pp. 174-191 and 199-209
- Feb. 11 Discussion: Topic 5 in reading package
- Feb. 16 Human rights 1918-1930
Reading: *History of Human Rights*, pp. 229-238
- Feb. 18 Reading break – no class
- Feb. 23 Mid-term exam, in class
- Feb. 25 Discussion: Topic 6 in reading package
- Mar. 3 The 1930s, fascism, communism and human rights
Reading: *History of Human Rights*, pp. pp. 188-191, 199-205, 209-210
- Mar. 4 Discussion: Topic 7 in reading package
- Mar. 9 Global war and its impact on human rights
Reading: *History of Human Rights*, pp. 191-199; 210-225
- NOTE: Mar 10 is last day to withdraw without a failing grade**
- Mar. 11 Discussion: Topic 8 in reading package
- Mar. 16 The early Cold War and its human rights impact
Reading: *History of Human Rights*, pp. 225-243

Mar. 18	Discussion: Topic 9 in reading package
Mar. 23	Human rights 1976-1991
Mar. 25	Discussion: Topic 10 in reading package
Mar. 30	The “age of rights” Reading: History of Human Rights, pp. 246-313
Apr. 2	Good Friday – College closed
Apr. 6	Globalization and human rights Reading: <i>History of Human Rights</i> , pp. 316-367
Apr. 8	Discussion: Topic 11 in reading package

9. Basis of Student Assessment (Weighting)

Discussion participation	10%
Discussion leadership	5%
Essay plan (due Jan. 29)	10%
Essay (due Mar. 15)	25%
Mid-term exam (Feb. 23)	25%
Final exam (in exam period)	<u>25%</u>
Total	100%

The final exam will be in the **scheduled exam period**, April 12-17 & 19-20. Please do not make any arrangements to leave the city until you know the exam date.

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)

Percentage	Grade	Description	Grade Point Equivalency
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 credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
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 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 3rd 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.

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.