



*School of Arts & Science*  
**HUMANITIES DEPARTMENT**

**HIST 250-01**  
**History of Human Rights**  
**Fall 2011**

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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>**

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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:	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**

History 250 Reading Package 2011-12 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.

- 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 contextual and background readings for each discussion topic.*** The contextual and background readings, the discussion readings and the lectures are essential components of the course, and each will be part of the exams.

- When he made significant innovations that helped to create the modern camera, the 19<sup>th</sup> century photography pioneer George Eastman said he was setting out “to make the camera as convenient as the pencil.” Think about the convenient beauty of the pencil and paper. There’s a place for that elegance in the world yet, and one of those places is in the discussion sessions for this course. In discussion sessions, where the focus is on participation, please do not open your laptop computers. On the day you’re the discussion leader, write your questions on a piece of paper (use a pen if you want to be very contemporary) and bring them to class. And while I allow laptops in lectures, I expect that you will use them to take notes, not surf the web, email friends, etc. AND, in ALL classes, please turn off such infernal implements of distraction as cell phones.

#### 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 13 (next week) 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 discussion based on sections in the combined context/discussion reading package. For these discussions, 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 profoundly about the readings**.

From my experience, two types of questions **don't work well**. One is "should" questions. These invite a moral response based on today's standards. These ask your fellow students to *judge* the past by our contemporary standards of morality. 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 the Armenians have been able to avoid mass slaughter if the Ottoman Empire had not gone to war?" The only response we can have is: "We don't know. The Ottoman Empire *did* go to war and Armenians were slaughtered." A more fruitful question might be how WWI contributed to the massacre of the Armenians inside the Ottoman Empire.

On the week you are the designated discussion leader, you'll submit at least three questions to me via D2L. These questions must be submitted in **Microsoft Word** format **via the Dropbox function** in D2L **no later than 4:30pm** on the day you're the designated discussion leader.

I'll circulate a list and have each of you sign up to be leader for one discussion.

In addition, in the same session where you're the discussion leader, you'll also submit an essay on the discussion subject. See below.

## 8. Essay

Each of you will hand in an essay **based on the discussion readings** for a particular day. By **4:30pm** on the day you are the designated leader of the discussion session, you will submit in **Microsoft Word format** through the DROPBOX FUNCTION of D2L a written essay that *answers the question* that I pose for the discussion topic. **Where will you find this question? It's in the table of contents of the context/discussion reading package.**

The source material for the essay is the articles **in the discussion reading package**. No other sources need to be used. (You will, of course, need to do some reading in the context part of the reading package in order to grasp the *background* of the readings.)

This essay will be **1000 words** in total. The word limit is strict. I will **deduct 10%** from your grade for **each 50 words** (or part thereof) over 1000, beginning at 1050 words. **So if you have 1051 words, the deduction is 10%; 1101 words, 20%** etc.

At the opening of your essay provide 1) a **title** for your essay; 2) your **name**; 3) the **topic** you are dealing with; 4) the **question** you're addressing.

*You must use footnotes or endnotes (NOT APA or MLA style references) to cite the source of the ideas, important information and direct quotations you include in this essay.* Failure to use footnotes appropriately will result in a grade penalty of 10%.

For correct History footnote style follow the method used in the Camosun College History style guide, which is linked to the History section of the Camosun College Humanities Department website at [http://camosun.ca/learn/programs/history/style\\_guide.pdf](http://camosun.ca/learn/programs/history/style_guide.pdf)

An essay usually includes a bibliography, but in this case there is no need for one, as the discussion reading articles are your sources.

In order to give you a guide to reading the assigned articles and writing an essay based on them, I have loaded onto D2L two brief excerpts from *How to Read a Paragraph* and *How to Write a Paragraph*. (Content Section of D2L.) I suggest you consult them as a brief introduction to reading effectively and writing purposefully.

As you can see, for the week you write an essay and are the leader for the discussion, a certain level of planning is needed. You'll have to 1) read the contextual and discussion readings in advance; 2) write the essay answering the question about the articles; 3) submit the essay and the questions via D2L **before** the discussion session; and 4) present thoughtful questions from the readings to your colleagues in the discussion.

Late submission of essays will result in a penalty of **5% per day**.

## 9. Course Content and Schedule

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

DATE	TOPIC AND REQUIRED READINGS
Sept. 6	Course orientation and introduction to human rights concepts and background Start reading contextual background for Topic 1
Sept. 13	Lectures: 1. Human rights concepts and background continued; and 2. Social conflict and human rights to 1815 Assigned reading: Context for Topic 1 in reading package Discussion session: Topic 1 in the reading package
Sept 20	Human rights in the early capitalist era, 1800-1850 Assigned reading: Context for Topic 2 in reading package

- Discussion session: Topic 2 in the reading package
- Sept. 27      Rights battles and debates 1850-1914  
Assigned reading: Context for Topic 3 in reading package  
Discussion session: Topic 3 in the reading package
- Oct. 4        Human rights 1914-1930  
Assigned reading: Context for **Topics 4, 5 and 6** in reading package  
Discussion session: Topic 4 in the reading package
- Oct. 11      The 1930s, fascism, communism and human rights  
Assigned reading: Context for **Topic 7** in reading package  
Discussion session: Topic 5 in the reading package
- Oct. 18      Midterm exam – 6:00pm to 8:00pm  
No discussion today
- Oct. 25      WW2 and its impact on human rights  
Assigned reading: Context for Topic 8 in reading package  
Discussion session: Topic 6 in the reading package
- Nov. 1        WW2 and its impact on human rights, continued  
Assigned reading: Context for Topic 8 in reading package  
Discussion session: Topic 7 in the reading package
- Nov. 8        The early Cold War and its impact on human rights  
Assigned reading: Context for Topic 9 in reading package  
Discussion session: Topic 8 in the reading package

**NOTE: November 9 – last day to withdraw without a failing grade**

- Nov. 15      The “age of rights” in the USA and Canada  
Assigned reading: Context for **Topics 10 and 11** in reading package  
Discussion session: Topic 9 in the reading package
- Nov. 22      The Second Cold War and human rights  
Discussion session: Topic 10 in the reading package
- Nov. 29      Human rights after 1991  
Assigned reading: Context for Topic 12 in reading package  
Discussion: Topic 11 in reading package
- Dec. 6        Human rights after 1991, continued  
Discussion: Topic 12 in reading package

**10. Basis of Student Assessment (Weighting)**

Discussion participation	10%
Discussion leadership	5%
Essay	30%
Mid-term exam (Oct. 18)	25%

Final exam (in exam period)	<u>30%</u>
Total	100%

**The final exam will be in the scheduled exam period, December 12-17 and 19-20. 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.

## 11. 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](http://camosun.ca) for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
<b>I</b>	<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.
<b>IP</b>	<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. (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.)

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.
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## 12. 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.