

	<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>Winter 2012</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 that students keep this outline for their 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 textbook/ contextual background readings.***
- 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.
- Because students have not used their technology responsibly in the past, I am forced to require that all cell phones and other similar implements of distraction **REMAIN OFF** during all classes.

#### 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.

NOTE – **Please post a photo** in D2L, so the class will be able to put a face to a name. One of the most enduring aspects of your post-secondary experience will be the connections with others you form in classes. It’s also handy for informal study sessions.

#### 6. Discussions

Beginning on Thursday Jan. 19 (next week) and on most Thursdays through the term we’ll 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. They 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 2:30pm** 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 **2:30pm** 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 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, and you can cite those articles in your essay.)

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 the following: 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
Jan 10	Course orientation and introduction to human rights concepts and background Start reading contextual background for Topic 1 in the reading package
Jan. 12	Human rights concepts and background, continued
Jan.. 17	Social conflict and human rights to 1815 Assigned reading: Context for Topic 1 in reading package
Jan. 19	Discussion Topic 1: Fundamentals and early expressions of human rights

Discussion question: According to the English Bill of Rights, who holds rights and on what basis? According to Thomas Paine, who holds rights and on what basis?

- Jan. 24 Human rights in the early capitalist era, 1800-1850  
Assigned reading: Context for Topic 2 in reading package
- Jan. 26 Discussion Topic 2: The campaign to abolish slavery: the first human rights movement?  
Question: Set out and assess the significance of the primary motive(s) that caused the British elite to abolish the slave trade and slavery in the empire early in the 19<sup>th</sup> century.
- Jan. 31 Rights battles and debates 1850-1914  
Assigned reading: Context for Topic 3 in reading package
- Feb. 2 Discussion Topic 3: Mid-19<sup>th</sup> century debates and struggles over rights  
Question: These articles speak to different and sometimes competing foundations for rights. Identify and explain the significance of the distinct foundations for rights set out in them. By foundations I mean upon what are rights founded, according to different authors and movements.
- Feb. 7 Human rights 1914-1930  
Assigned reading: Context for **Topics 4, 5 and 6** in reading package
- Feb. 9 Discussion Topic 4: Human rights in WW1 – tragedy in Anatolia  
Question: The death of hundreds of thousands of Armenians within the Ottoman Empire in 1915-16 has been called a deliberate and conscious attempt by the Ottoman authorities to eradicate a distinct ethnic group (or embryonic nation) – that is, a genocide. Does the evidence support this? Is there compelling contradictory evidence to challenge this judgment? What term would you use to describe what happened?
- Feb. 14 The 1930s, fascism, communism and human rights  
Assigned reading: Context for **Topic 7** in reading package
- Feb. 16 Reading break – no class
- Feb. 21 Mid-term exam – 2 hours, in class
- Feb. 23 Discussion Topic 5: Human rights at the end of WW1  
Question: Identify the main impacts on human rights of the crisis of World War 1, and discuss their significance.
- Feb. 28 WW2 and its impact on human rights  
Assigned reading: Context for Topic 8 in reading package
- Mar. 1 Discussion Topic 6: International contention over human rights in the interwar years

Question: What caused the dramatic growth of human rights expectations in the arena of international affairs at the end of World War I? What were the most significant manifestations of it and what became of those expectations?

Mar. 6 WW2 and its impact, continued

Mar. 8 Discussion Topic 7: Competing ideologies and their approach toward human rights in the 1930s  
Question: The 1930s Depression significantly raised economic and ideological conflict and gave new prominence to two emerging ideologies, fascism and communism, both of which rejected liberal democracy. What were the most important theoretical and practical approaches towards human rights of the three competing ideologies?

**March 13 – last day to withdraw without a failing grade**

Mar. 13 The early Cold War, 1945-1975, and its impact on human rights  
Assigned reading: Context for Topics 9, 10 and 11 in reading package

Mar. 15 Discussion Topic 8: WW2 and its impact  
Question: Elizabeth Borgwardt argues that “as a figure of speech, ‘human rights’ entered the lexicon [vocabulary] of educated readers and influential commentators as a readily-understood shorthand in the World War II era, both in the United States and internationally. More importantly, the term’s meaning shifted as it entered general use.” Why did human rights gain this new prominence during and at the immediate end of World War II? What shift in its meaning occurred?

Mar. 20 Human rights in Canada after World War 2

Mar. 22 Discussion Topic 9: The politics of human rights in the Cold War  
Question: The Cold War put human rights on the forefront of the world political agenda. It also gave each superpower both human rights challenges and opportunities. What were the challenges and opportunities for each superpower and how did each address those?

Mar. 27 Rights from 1975 to 1991

Mar. 29 Discussion Topic 10: The Cold War and human rights in Canada  
Question: What weaknesses and strengths did the civil liberties movement in Canada have in the years 1945-1960? Which was stronger? Why?

Apr. 3 Human rights since 1991

Apr. 5 Discussion Topic 11: New age arising? The 1960s and 1970s  
Question: The 1960s saw a new human rights activism that, to some observers, ushered in a new age of human rights. What methods were used by these activists? What response was there to this activism? What did the response indicate for the future of human rights?

- Apr. 10 Human rights since 1991, continued
- Apr. 12 Discussion Topic 12: Human rights in the contemporary world  
What important new aspects to the concept and practice of human rights have developed in the years since 1991?

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

Discussion participation	10%
Discussion leadership	5%
Essay	30%
Mid-term exam (Feb. 21)	25%
Final exam (in exam period)	<u>30%</u>
Total	100%

The final exam will be in the **scheduled exam period, April 16-21 & 23-4**. 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.

### 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
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.

## 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.