



COURSE OUTLINE

The course description is online @ <http://camosun.ca/learn/calendar/current/web/hist.html>

Ω Please note: the College electronically stores this outline for five (5) years only.
It is **strongly recommended** you keep a copy of this outline with your academic records.
You will need this outline for any future application/s for transfer credit/s to other colleges/universities.

1. Instructor Information

(a)	Instructor:	Larry Hannant
(b)	Office Hours:	Monday & Wednesday 10:30am-12:20pm or by appointment
(c)	Location:	Young 320
(d)	Phone:	250 370 3390
(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

Morgan Avanti, *Human Rights in History*, Third Edition (2015)
History 250 Reading Package Fall 2015 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.**

- While I allow 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, please leave your electronic devices in your bag, so that the NSA can easily keep tabs on their locations.

- Out of respect for everyone in the class, I ask you to ensure that all cell phones and other similar devices of distraction remain off and out of sight 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.

Please post a photo in D2L, so the class will be able to put a face to a name.

6. Discussions

Beginning on Wednesday Sept. 16 (next week) and on most Wednesdays 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 **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’ll 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'll be *the designated leader for the session*. What does it mean to be a discussion leader? Most importantly, you're 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 joined the Triple Alliance in WW1?" The only response we can have is: "We don't know. The Ottoman Empire *did* join the Triple Alliance in WW1 and Armenians, among many other Ottoman subjects, *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're 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 8:30am** 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 one essay **based on the discussion readings** for a particular day. By **8:30am** on the Wednesday when you're the designated leader of the discussion session, you'll 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 discussion reading package.**

The source material for the essay is the articles **in the reading package**. No other sources need to be used. (You might well, of course, need to do some reading in the textbook in order to grasp the relevance and context of the readings.)

This essay will be **1000 words** in total. The word count includes just the content, not the footnotes. The word limit is strict. I'll **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 in Chicago format (NOT APA or MLA style references) to cite the source of your essay's

- 1) ideas;
- 2) important information;
- 3) direct quotations

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

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

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**, to a maximum of 20%.

9. One sentence sentence assignment

This assignment lets you reflect on the textbook by providing a brief verdict on the positive **AND** negative features of each chapter in *Human Rights in History*. Your assignment is to write a one-sentence assessment of **each** chapter, using this format:

1. This chapter has merit because it:
2. This chapter's main flaw is that it:

Sample for Chapter 1.

This chapter has merit because it points out that systems of morality like religion are a significant foundation for our human rights understanding and practice today.

This chapter's main flaw is that it doesn't adequately address the impact of the French Revolution on the American Revolution.

Eleven chapters = 22 one sentence sentences. Put the two sentences into the D2L Dropbox for the appropriate chapter, 1 through 11. Total grade for the 22 sentences = 10%. (D2L will do the math.)

The Dropbox for each chapter will **close at 11:59pm on Sunday** of the *week following* the week that the chapter is assigned. So, for example, Chapter 1 of *Human Rights in History*, Third Edition, is the assigned reading for the week of September 7-11 (during which we have class on September 9). So the deadline for you to drop your sentences into the D2L Dropbox is one minute before midnight on Sunday September 13. Keeping with this schedule will mean that you've done relevant reading before the lecture and discussions.

NOTE – Some weeks, when there’s no lecture (eg. Thanksgiving and mid-term exam) the textbook chapter assignment will be disrupted. Please pay close attention to the schedule so you know when the chapter assessments are due.

10. Course Content and Schedule

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

DATE	TOPIC AND REQUIRED READINGS
Sept 9	Course orientation and introduction to human rights Textbook reading: <i>Human Rights in History</i> , Chapter 1
Sept. 14	Human rights concepts and background Textbook reading: <i>Human Rights in History</i> , Chapter 2
Sept. 16	Discussion Topic 1: Fundamentals and early expressions of human rights
Sept. 21	Social conflict and human rights to 1815 Textbook reading: <i>Human Rights in History</i> , Chapter 3
Sept. 23	Discussion Topic 2: The campaign to abolish slavery: the first human rights movement?
Sept. 28	Human rights in the early capitalist era, 1800-1850 Textbook reading: <i>Human Rights in History</i> , Chapter 4
Sept. 30	Discussion Topic 3: Mid-19th century debates and struggles over rights
Oct. 5	Rights debates and battles 1850-1914 Textbook reading: <i>Human Rights in History</i> , Chapter 5
Oct. 7	Discussion Topic 4: Human rights in WW1 – tragedy in Anatolia
Oct. 12	Thanksgiving day – no class
Oct. 14	NOTE – no discussion today. Instead, I’ll lecture on human rights 1914-1930
Oct. 19	Human rights 1914-1930, continued
Oct. 21	Discussion Topic 5: Human rights at the end of WW1
Oct. 26	Mid term exam – 2 hours, in class Textbook reading: <i>Human Rights in History</i> , Chapter 6 NOTE – the sentence assignment is due on Sunday Nov. 1 at 11:59pm
Oct. 28	Discussion Topic 6: Competing ideologies and their approach toward human rights in the 1930s
Nov. 2	The 1930s; WW2 and its impact on human rights

Textbook reading: *Human Rights in History*, Chapter 7

Nov. 4 Discussion Topic 7: WW2 and its impact

November 9 – last day to withdraw without a failing grade

Nov. 9 WW2; the Early Cold War, 1945-1975
Textbook reading: *Human Rights in History*, Chapter 8

Nov. 11 Remembrance Day – college closed; no class

Nov. 16 Human rights in Canada after WW2
Textbook reading: *Human Rights in History*, Chapter 9

Nov. 18 Discussion Topic 8: The Cold War and human rights in Canada

Nov. 23 Human rights from 1975 to 1991
Textbook reading: *Human Rights in History*, Chapter 10

Nov. 25 Discussion Topic 9: The politics of human rights in the Cold War

Nov. 30 Human rights since 1991
Textbook reading: *Human Rights in History*, Chapter 11

Dec. 2 Discussion Topic 10: New age arising? The 1960s and 1970s

Dec. 7 Human rights since 1991, continued

Dec. 9 Discussion Topic 11: Human rights in the contemporary world

11. Basis of Student Assessment (Weighting)

Discussion participation	10%
Discussion leadership	5%
One sentence sentence assignment	10%
Essay	25%
Mid-term exam (Oct. 26)	25%
Final exam (in exam period)	25%
Total	100%

The final exam will be in the **scheduled exam period, December 14-22**. 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.

12. 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.

13. 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.