GENERAL INFORMATION

PROFESSOR INFORMATION (INSERT CURRENT PHOTO)

| Instructor: Prof. Mary Lou Pfeiffer, LL.M., MA, | Phone: 305-348-4100 |
| Office: DM 239A, The Honors College (MMC) or ACI 211 (BBC) | Fax: 305-348-2118 |
| Office Hours: By appointment at BBC or MMC | E-mail: Please use Blackboard course messages; if necessary pfeiffer@fiu.edu |

COURSE DESCRIPTION

Upper division Honors V, VI, VII, VIII, "Aesthetics, Values and Authority"

Human Rights: What is it to be human? What is a right? Do we humans share equality on Earth? Do we treat everyone with the same dignity that we wish to receive ourselves? These questions and how the claims for Human Rights fit in our lives (through an in depth view into the nature of humanity) are examined in this two-semester Honors course, fall 3034/4007 and spring 3035/4008. By virtue of being human, one has rights or moral claims for her/his economic, social, cultural and political realities that should offer a "do unto others as you would have them do unto you" morality. Is life sacred so that moral dilemmas about the value of life create a need for decision-making or value judgments worldwide? These questions and humanity's treatment of each other regarding war, peace, the death penalty and gun control will be addressed in this course.

COURSE OVERVIEW

This Blackboard fully online Honors course examines the claim for human rights and how it fits our lives in the 21st Century. These rights, the “due unto others...” notion are indicative of how one should want to be treated by others, locally and globally. The course examines these claims through the evolution of human rights from classical perspectives of Plato-Aristotle-Aquinas-Grotius in the west, and Confucius and the Buddha in the east. The modern perspective displays the ideas from Hobbes-Locke-Paine-Kant-Bentham and Marx, and through contemporary philosophers like Hart-Pogge-Nickel-Nussbaum-Rority-Reisman and Wiessner. Appropriate works include art, music (genres- classical including opera, rock and roll, punk, ska, rap), texts, PPT’s, DVD’s, links to electronic readings
and active live participation through Adobe Connect form the foundation for this study of human rights. The legal documents you are required to read are MANY and include links to the English Bill of Rights, US Declaration of Independence, the US Constitution-Bill of Rights and, the French Declaration of Rights offering the basis for the failed League of Nations, and the United Nations with its Universal Declaration of Human Rights (UDHR) and other documents like ECOSOC, CEDAW, the African Charter, the Organization of American States Commission and Court, the International Court of Justice and the United Nations systems. Conventions that deal with war and peace through examining treaties like the Vienna Declaration, the Geneva Convention, the Dayton Accords and the Convention on Biodiversity are used throughout the two semesters.

The instructor reserves the right to make changes or additions as deemed necessary during the semester. Information regarding updated postings is sent through the course announcements and via course messaging; thus, it is important that you check your course email on a regular basis. All essays, papers and discussions are submitted online; PAPERS AND ESSAYS ARE DOUBLE-LINE SPACED with your name and a word count (if required). You are expected to view, listen and reference the DVD’s, electronic readings, music and art works in your essay assignments. Discussion blogs and live chat questions are single-line spaced and do not require a word count. (See the information regarding academic papers posted on the homepage for more information). Live online chats are required using Adobe Connect.

COURSE OBJECTIVES/ GLOBAL LEARNING INITIATIVES/OUTCOMES

Upon successful completion of this course, students will be able to complete the following objectives in conjunction with the Global Learning Initiatives listed below:

• Define “a right” By virtue of being human, the students are able to define “a right” in legal terms (Module 1, fall)
• Explain what it means to have rights by the virtue of being human. Students can understand and demonstrate the awareness of human rights in their lives and the lives of others (Module 1, fall)
• Analyze the complex foundation and evolution of human rights and how these rights have historically shaped the world (Module 1, fall)
• Interpret gender specific issues as related to females representing “liberty” and CEDAW
• Apply, define and conceptualize philosophical issues from classical to contemporary perspectives involved in human rights on a global, national and international scale (Module 2, fall)
• Students can contrast and compare the value placed on being human in global perspectives. (Modules 1-3)
• Students interpret, recognize, and construct the path of human rights in cultural settings by proposing how these rights can improve the quality of life on Earth (Module 1, 2, fall)
• Incorporate issues of human rights to explain universal versus cultural perspectives: social, political and legal policies that relate to International Law (Module 1, 2, 3, fall)
• Recognize diversity among peoples regarding the nature of societies and how these differences can be utilized to solve conflicts that arise today such as acts of genocide and ethnic cleansing (Module 3, fall)
• Expand and evaluate knowledge regarding US (Federal laws) and the practice of International Law (Module 3, fall).
Students will be able to express a design for a course that teaches youth human rights, not only from an historic perspective, but also concurrent with today’s societal cross-cultural views. (Fall and Spring)

Students will be able to express, explain and engage each other regarding the importance of human rights in areas on a global scale where these rights are lacking, and how these rights can be implemented. (Modules 1-3)

Interpret Veteran’s Day in the USA

GLOBAL LEARNING INITIATIVE

The Honors College Seminars, “Aesthetics, Values, and Authority” examine the aesthetic underpinnings of culture and foundations of what commonly are held to be “western values.” Discussions focus on these paradigms and the relationships associated with them. This course aims to fulfill the goals of the global learning initiative. Innovative pedagogical strategies are utilized to raise students’ awareness of the interrelatedness of local, global, international, and intercultural issues. The interdisciplinary nature of the Honors College facilitates students’ ability to develop a multi-perspective analysis of local, global, international, and intercultural problems, as well as their willingness to engage in problem solving in diverse settings. Global Awareness (GA)- Students will demonstrate knowledge of the interrelated global dynamics (social-cultural, political, economic and other values) that shape the aesthetics, values, and authority paradigm in diverse cultural contexts. Global Perspectives (GP)- Students will be able to analyze multiple global forces that shape their and others understanding of intercultural problems and be able to articulate the causes and contributions that exist to help solve these problems. Global Engagement (GE)- Students will be able to develop solutions to local, global, international, and/or intercultural problems and be able to articulate the causes and contributions to these problems. This is accomplished through pre/post problem solving in essays, discussions and live chats that display a willingness to consider traditional and non-traditional approaches through human rights information. Appropriate assignments are designated GA, GP, and GE, respectively on the syllabus.

PROFESSOR BIOGRAPHY

Prof. Mary Lou Pfeiffer:

- Holds advanced degrees: LL.M in Intercultural Human Rights from St. Thomas University School of Law and MA in Religion from Florida International University;
- Faculty Fellow, Senior Instructor in The Honors College at FIU;
- Her undergraduate degrees include religious studies, biology (minor-geology) and allied health breast care;
- Owns and operates an art glass studio specializing in stained/etched glass, stone and wood sculpting;
- Studied architectural glass in Germany with renowned glass artists and sculpting with Elliot Miller;
- Her specialty areas include North American tribal cultures and human rights law (rights of women, the child, internally displaced persons/refugees, and global indigenous peoples);
- Attended the UN Sub-Commission on Human Rights for Indigenous Working Peoples in Geneva, Switzerland for several years;
- Her research areas encompass human rights, indigenous tribes and their sacred sites, the Miami Circle and Tequesta village, earth ethics, and studies involving breast cancer and asbestosis;
• Current projects include of her uncle’s original “V” mail letters from WWII, and two current manuscripts - the Miami Circle, and a work from her life as the wife of a Naval fighter pilot who participated in a “seagull society” during the Vietnam years;
• Sits the Advisory Board for Arts and Sciences, served as past President of the Women’s Studies Board
• Is a recipient of the Alumni Torch Award at FIU and has received two Outstanding Service Awards from Religious Studies;
• Has 2 sons- avid surfers, one is a Miami-Dade Country paramedic firefighter and one owns and operates a café on Oahu; she has 5 grandchildren
• Her “other” family includes 2 dogs, 1 cat, an Umbrella cockatoo and an aviary of finches

IMPORTANT INFORMATION

Review policies of the university in the student handbook.

HONORS POLICIES

Policy on religious holidays, accommodations for disabilities, and academic misconduct.

http://honors.fiu.edu/academics/policies/academic-standing/

http://honors.fiu.edu/academics/policies/misconduct/

http://honors.fiu.edu/academics/improvement/

Religious Observances  Every effort will be made, where feasible and practical, to accommodate students whose religious practices coincide with class requirements or scheduling. Please make sure to notify your instructor at the beginning of the semester of which dates you will be absent or any anticipated problems with completing course work. Physical, Mental and Sensory Challenges Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already

NEW CITIZENSHIP POINT SYSTEM New Citizenship Requirements: Beginning in Fall 2014, Honors College students are required to accumulate at least 20 citizenship points each academic year (Fall and Spring) by attending Honors College activities (listed below). Students attending only one semester (Fall or Spring) are required to accumulate 10 citizenship points. Each activity has a point value. Students may select which events and activities they want to attend. The new system is designed to be more flexible for students, offering events at various days and times (including some weekend events) and allowing for a variety of ways to meet the requirements. Please plan accordingly. The point value of an event will be noted on emails and flyers when it is promoted. For a general breakdown, see the value table below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Colloquium</td>
<td>3</td>
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<tr>
<td>Club Meeting</td>
<td>1 (max of 3)</td>
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<tr>
<td>Honors Hour</td>
<td>2</td>
</tr>
</tbody>
</table>
HEARTS Event (all types) | 1
---|---
Honors College Event – Honors Place | 1
Honors College Night – Athletics | 1
Other (Specific HC Sponsored Event) | 1
Library Study Room (GL 310A) Visits | 10 visits = 1

** There will be a few online events to choose from as well. Because of the added flexibility of the new system, all students must fulfill the annual requirement-no exceptions. Students must arrive at the activities on time. After 10 minutes, they will be turned away at the door. Students will track their points at [http://myhonors.fiu.edu](http://myhonors.fiu.edu). We encourage students to earn as many points as they can. At the end of each academic year, the top ten point earners will be recognized by appointment to the Dean’s Citizenship List.

**List Volunteer Hours:**
As always, Honors College students must also complete **20 volunteer service hours**. These hours DO NOT count toward the 20 citizenship points discussed above. **Honors Hours** Honors Hours provide seminars, lectures, informational sessions, and workshops to expand your undergraduate experience. If you have ideas for Honors Hours workshops you would like to see, email us at honors@fiu.edu. Each Honors Hour session has a 2 point value. For a full list of Honors Hours for the current semester, go to [http://honors.fiu.edu/events/honorshours/ Colloquia](http://honors.fiu.edu/events/honorshours/). Every semester we invite Honors College faculty fellow to give a presentation on a topic of interest. Each Colloquium has a 3-point value. For a full list of Colloquia for the current semester, go to [http://honors.fiu.edu/events/ Community Service](http://honors.fiu.edu/events/). Being an Honors College student is more than just seeking academically challenging experiences, it’s also about giving back. The Honors College volunteering requirement is meant to get you outside of the classroom, giving back to your community. We ask that you commit at least 20 hours.

Every effort will be made, where feasible and practical, to accommodate students who are so challenged. Should you require accommodations, contact the Disability Resource Center, if you have not done so already.

**Honors College** Below are sections on student portfolios, Honors College citizenship requirements, academic misconduct and plagiarism.

**Student Portfolios**

The Honors College will be using a portfolio method to assess students’ learning outcomes. The portfolio allows for maximum flexibility in gauging student learning. Students decide (with instructor consultation) what “artifacts” or assignments to include for consideration in their portfolios to demonstrate successful achievement of each of five key student learning outcomes over the 4-year Honors experience. Portfolios provide a rich context for students to show what they have learned and to explain their learning process. The purpose of the portfolio is to assess how successfully our curriculum fulfills its goals, and is not graded. Because the Honors curriculum is meant to be thought-provoking and reflective, student self-assessment through portfolios will facilitate learning and provide in-depth assessment. Each course will include at least one assignment that could potentially fit portfolio requirements. For more information on the student learning outcomes and constructing a portfolio for your senior year, see [www.honors.fiu.edu/portfolios](http://www.honors.fiu.edu/portfolios).

**Honors Citizenship Requirements**

All members of the Honors College are expected to be active citizens of the College, the University, and the community at large. To be a committed Honors College student is to take advantage of enhanced learning opportunities and to assume a leadership role in the world. Attendance will be taken at events where appropriate and practical. All College members are expected to participate in the community-building activities listed below:

- Attend one Honors Excellence Lecture per academic year and one Honors Colloquium per semester (fall and spring).
• Attend at least three Honors Hour sessions per semester or enrichment events specified by the Honors College as satisfying this requirement.
• Perform at least twenty hours of community service per academic year (summer excluded) either through the Honors College service partnerships (Sweetwater, Overtown Youth Center, etc.) or through other community service projects and/or events. If you want to apply this service to your graduation portfolio, be sure to document your hours. Please contact an Honors College Academic Advisor if you have any questions.
• For more information on Honors citizenship requirements, see the Honors College Student Handbook.

ACADEMIC HONESTY AND PLAGIARISM FIU ACADEMIC MISCONDUCT STATEMENT

Procedures

An Honors faculty member may bring charges of Academic Misconduct against an Honors student. If the faculty member suspects plagiarism or other forms of academic misconduct, within one week of the discovery of the suspected act the faculty member will hold an informal meeting with the student in order to inform him/her of the allegation(s), provide any evidence available, and allow the student to respond. The faculty member will decide whether to pursue informal resolution, file formal resolution charges, or take no further action, and will follow the procedures outlined in the Academic Misconduct Procedures, available at http://www.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm.

The student will have the right to appeal the outcome of the meeting with the instructor within one week of the faculty member’s decision, when the decision is to pursue informal resolution or file formal resolution charges. The appeal will take the form of a letter to the Dean outlining the circumstances of the case and the reason for the objection to the professor’s recommendation. The Dean or his designee will examine the case and make a final determination about the pursuit of Informal Resolution or the filing of formal resolution charges.

Penalties

An Honors College student found responsible for plagiarism or other academic misconduct by informal resolution or formal resolution will receive an F in the relevant Honors course, and will be dismissed from the Honors College by the Dean, effective from the end of the semester in which the infraction occurs. Dismissal will be in writing and will entail the loss of all privileges and benefits of being in The Honors College, and the student will not be readmitted to The Honors College. The decision of the Dean will be final. This decision relates solely to the student’s status in The Honors College and does not affect the student’s right to appeal the original faculty decision. The penalty of dismissal from The Honors College may apply to academic misconduct in any course within Florida International University and not only to courses offered by The Honors College. In the case of courses outside The Honors College, the Dean of The Honors College will rely on the Office of the Provost for notification about the infraction(s). More stringent penalties, such as dismissal from the university, may be pursued through the university’s established academic misconduct process.

In The Honors College, the term "honor" refers both to academic accomplishment and character. Students in Honors should therefore adhere to and be held to the highest standards of personal academic accountability. Academic dishonesty in any form, including plagiarism, is antithetical to the very definition of being an Honors student at FIU. Consequently, an Honors College student found responsible for academic misconduct will be dismissed from the College. Academic misconduct is a violation of the University Code of Standards, the Code of Academic Integrity, the ethical relationship between the student and the academic community, and especially between the student and the instructor. It is the responsibility and prerogative of the instructor to ensure adherence to these policies.

Please review the policies page as it contains essential information regarding guidelines relevant to all courses at FIU and additional information on the standards for acceptable netiquette important for online courses.

STATEMENT OF UNDERSTANDING BETWEEN PROFESSOR AND STUDENT

Every student must respect the right of all to have an equitable opportunity to learn and honestly demonstrate the quality of their learning. Therefore, all students must adhere to a standard of academic conduct, demonstrating respect for themselves, their fellow students, and the educational mission of the University. As a student in the College of Business taking this class:

I will not represent someone else's work as my own.
I will not cheat, nor will I aid in another's cheating.
I will be honest in my academic endeavors.
I understand that if I am found responsible for academic misconduct,
I will be subject to the academic misconduct procedures and sanctions as outlined in the Student Handbook.

Florida International University is a community dedicated to generating and imparting knowledge through excellence in teaching and research, the rigorous and respectful exchange of ideas, and Community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct that demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Honors College Student Handbook.

Academic misconduct includes:

• Cheating – The unauthorized use of books, notes, aids, electronic sources, or assistance from another person with respect to examinations, course assignments, field service reports, class recitations or other work; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Cheating violates both University and College codes.
• Plagiarism – The use and appropriation of another’s work without any indication of the source, and the representation of such work as the student’s own is plagiarism. Any student who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, commits plagiarism. Plagiarism violates both University and College codes.
• Unacceptable behavior – Students who show repeated or egregious disrespect for classmates or instructors, are disruptive, or consistently violate course rules are subject to the sanctions of the Honors College.

Registration in this course implies an acceptance of and compliance with the Honors College policies for students and the FIU Code of Academic Integrity. Please refer to the following documents for additional information:

FIU Code of Academic Integrity – http://www.fiu.edu/~dwyere/academicintegrity.ht
FIU Honors College Student Handbook – http://honors.fiu.edu/handbook0910.ht
FIU Honors College Plagiarism Policy – http://honors.fiu.edu/current_policy_plagiarism.html

COURSE PREREQUISITES

Students must be an upper division Honors college student in good standing.

TEXTBOOK
Electronic readings and documents are posted online.

Inventing Human Rights, A History
Lynn Hunt
W.W. Norton & Co, 2007
ISBN: 978-0-393-33199-8

A World Made New, Eleanor Roosevelt and the Universal Declaration of Human Rights
Mary Ann Glendon
Random House, 2002
ISBN: 0-375-76046-6

Murder at the Supreme Court
Martin Clancy and Tim Obrien
Amherst: Prometheus Books, 2013
ISBN 978-1-61614-649-8 (ebook) or 978-1-61614-648-1

Click here to buy your textbook online at the FIU Bookstore.

EXPECTATIONS OF THIS COURSE

This is an online course; thus all the course work is conducted online. Expectations for performance in an online course are the same as for a traditional course; in fact, online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some students.

Students are expected to:

• Review the How to Get Started information located in the course content.
• Introduce yourself to the class during the first week by posting an introduction with a photo of yourself in the appropriate discussion forum. [See student Bio Activity]
• Take the practice quiz to ensure that your computer is compatible with Blackboard.
• Interact online with instructor/s and peers and keep up with all assignments.
• Review and follow the course calendar.
COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via course messages or, only if necessary, pfeiffer@fiu.edu

The message feature is a private, internal Blackboard only communication system. Users must log on to the blackboard system to send/receive/read messages. There are no notifications in Blackboard to inform users when a new message has been received; therefore, it is recommended that students check their messages routinely to ensure up-to-date communication.

This is the best method to communicate with your instructor privately.

Discussions: These are posted under the Discussion tool. (See detailed information listed below).

Live Chat: Adobe Connect will be used for “live” on line chats. Preferable- a headset with a microphone. For complete information, review the Adobe Connect folder; the chats will be about 1 hour in length, usually from 21:00-22:00 on Wednesday evenings that is (9PM to 10 PM). These are required; there is a special access to review the chat and post comments if one cannot actively participate. This access is by permission of the instructor and must be set up in advance.

Time is listed in the 24-hour clock to avoid confusion regarding submissions, due dates and times: ie 08:00 is AM, 12:00 is Noon, not midnight as 24:00 is midnight

STUDENT BIO ACTIVITY

Please provide a brief biographical overview with a photograph of yourself on the Student Bio Forum under Discussions (This is required for the first semester only). You are encouraged to include following in your bio: Name, status in your current program, educational background to date, the reason you take this course, your expectation of this course, your experience with any aspect of online learning, work experience, career plans, and personal plans. (No longer than 200 words).

COURSE ASSIGNMENTS / INFORMATION

Podcasts of appropriately selected music and other items for each topic are available for download and linked in the Course Content folders.

Discussions [Required weekly/bi-weekly discussion "blogs" are found under discussions]: Again, please note discussions are posted with a Discussion Rubric and required responses about the topics and other points that are directly related to the course. Everyone can read discussion postings; therefore, do not post private information.
Discussion topics are posted for each week. Discussions (protocol): Discussions are conducted through online posts and online “live” chats. An initial post by each student for each topic listed is required (5 points). After the initial post is complete, each student needs to read the initial posts, then select and respond to a MINIMUM of 4 classmates posts. Grading range total for discussions 10-0 points (this includes the initial post of 5 points). Discussion grades consider the quality of your posts in addition to the quantity. Missing or minimal responses result in a deduction of points. All discussions are due by the date and time listed in the weekly summary. Please be courteous and respectful of others ideas negative aggressive comments will not be tolerated. Please keep your discussion concise.

The topics are selected from:

A) Required readings, B) Video presentations, C) Music/lyrics, and D) Works of art [works are imaged online in each module] and throughout the texts.

**Essay Assignments**- Essays are a major part of the online course used to access your abilities in the class. A zero “0”, grade will be assigned for any late work or lack of work submitted. Blackboard does not recognize a change of grade after a zero is posted; therefore, no exceptions if work is submitted past the due date and time.

All Blackboard course material is listed in separate folders that are ‘titled’ according to topics.

**NO MAKE-UP ASSIGNMENTS, QUIZZES OR EXAMS FOR THIS COURSE. PLEASE DO NOT REQUEST A CHANGE OR DELAY!** THIS POLICY IS NOW STRICTLY ENFORCED. In previous semesters, I have accepted late work with a grade deduction, but this is no longer an accepted policy. All assignments are due as indicated; a zero (0) grade will be awarded automatically for anything turned in after the due date. In cases of dire emergency: if some unforeseen emergency arises that prevents you from taking an exam or submitting an assignment, notify the instructor immediately and provide documentation (i.e., a summons for jury duty, letter on Physicians letterhead stating explicitly why the student could not complete the coursework). This documentation will be verified by contacting appropriate individuals; after verification, a decision how to proceed will follow. This is at the Professor's discretion. A zero is assigned in the Blackboard grade book; and overriding grade will not be posted to replace the zero.

Changes or additions to the course may be made if deemed necessary. (An example is a current event that occurs during the semester that is not defined within the course). Information regarding updated information or changes is sent through the course announcements and via course email; thus, it is important that you check your course email on a regular basis.

**LIBRARY**

The FIU library provides a number of services to distance learning students. For example:

- Students can request a chat session in Learn 9 for an explanation on how to access library resources.
- Students can request detailed instructions on how to access library resources.
- One-on-One assistance from the Distance Learning Librarian.
Don't struggle through your library research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

You can visit the FIU Library at: http://library.fiu.edu/

ADOBE CONNECT PRO MEETING

The Adobe Connect Pro Meeting is an online meeting room in which you can interact with your Professor and fellow students by sharing your computer, screens or files, chat, broadcast live audio and take part in other interactive online activities.

Meeting rooms and instructions for using Adobe Connect can be found under the Adobe Connect tool page in the course menu.

- Use of a combination headset and microphone with USB connection, required to ensure quality sound and reduce technical difficulties.

CLASS INFORMATION

A glossary of terms and abbreviations used in the course is posted in the Introduction folder, definitive to the course material. Artwork is posted in a folder to be accessed for each section, read the lyrics and listen to the music presented (also posted in folders in the Course Content where links to the art and music are located). Examples include operatic arias from Wagner’s Das Reingold, Aaron Copland’s “Fanfare for the Common Man; many pieces from “rock and roll, and recent releases of reggae, ska, contemporary pieces. A separate folder of the global documents is posted for the entire course that includes the English Bill of Rights, Declaration of Independence, Bill of Rights (US Constitution), the French Declaration, UDHR, the African Charter, the American Charter, the Vienna Convention, the Geneva Convention, Indigenous Rights documents, the Prevention of Genocide, CEDAW, Rights of the Child and Biodiversity.

DVD’s include The War by Ken Burns series on war; Faith & Doubt at Ground Zero; Religion, War, Violence: The Ethics of War and Peace; War Made Easy, How Presidents and Pundits Keep Spinning Us to Death by Norman Solomon; Hotel Rwanda; Maxine Hong Kingston on Peace and War from Bill Moyers Journal

GRADING
# COURSE REQUIREMENTS

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<tr>
<td>Discussions (5)</td>
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<tr>
<td>Quizzes (3)</td>
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<tr>
<td>Live Chats w/Adobe Connect, participation requires (3)</td>
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<tr>
<td>Essays/assignments (#1-5 @ 400-word minimum) Assignment #6, PPT for course design in teaching human rights (no word minimum)</td>
<td>20%</td>
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<tr>
<td>Final essay (#7) preparation includes a thesis statement, outline, abstract (200 words) and bibliography</td>
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<tr>
<td>Final course essay, #8 (2500-word minimum)</td>
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## LETTER GRADE RANGES

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<td>81-83</td>
<td>D+</td>
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<td>C+</td>
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<td>C-</td>
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# COURSE CALENDAR

## WEEKLY SCHEDULE

Time is listed in the 24-hour clock to avoid confusion regarding submissions, due dates and times: ie 8 AM or 8 PM, 12:00 Noon, not midnight

<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
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<tr>
<td>Intro</td>
<td>Review the How to Get Started; glossary of terms and abbreviations, “How to do Well in the Course; information located in the Course Content; review the grading and discussion rubric; read “Academic Paper Recommendations,” Critical Thinking PPT, and “How to write a critical review.” Required: Electronic Signature stating you have</td>
</tr>
</tbody>
</table>
## Module 1 - Introduction to Human Rights and Historical Perspectives: Weeks 1-6

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Assignments</th>
</tr>
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</table>
| **Week 1**<br>Aug 25-Aug 31 | | Reading Assignment: Begin reading the Universal Declaration of Human Rights:  
http://thinkexist.com/quotes/hugo_grotius/  
http://newdeal.feri.org/wallace/haw17.htm;  
Electronic posting from Hayden: PPT lecture, “An Historic Timeline” excerpts from Patrick Hayden’s *The Philosophy of Human Rights*; (includes classical Eastern and Western), modern, contemporary and Non-Western ideas); read “Fanfare for the Common Man,” the and listen to the 3 versions of Copeland’s “Fanfare…” and Fanfare Copeland.text;  
Post student biography and photo of yourself listed under the Discussion tool  
Electronic signature requirement due Aug 31 at 12:00 |
| **Week 2**<br>Sep 1-Sep 7 | | Labor Day Holiday Sept 1  
Reading assignment:  
English Bill of Rights http://avalon.law.yale.edu/17th_century/england.asp  
Discussion #1 Listen to Copeland’s “Fanfare…” (3 versions)  
http://grooveshark.com/#/s/Fanfare+For+The+Common+Man/32oJ5V?src=5  
http://grooveshark.com/#/s/Fanfare+For+The+Common+Man/3lJvGO?src=5  
[rendition by Emerson, Lake and Palmer]  
http://grooveshark.com/#/s/Fanfare+For+The+Common+Man/3lfigu?src=5  
[rendition by The Rolling Stones], “Disregarding the gender reference in Copeland’s title, does the music have a global appeal or does it seem too American? Post your response by listing which version you prefer and why, and respond to a minimum of 3 others posts; due Sept 8 at 12:00 PM  
Study the glossary; prepare for Quiz #1 in week 3  
**Essay #1**: Write your own definition of justice in terms of human rights from the readings/ and media presentations. (400 words) review Academic Paper/Essay Recommendations). Use the assigned text |
### Week 3
**Sept 8-14**

- **Reading assignment**

- **Quiz #1** opens Sept 11 at 08:00, closes Sept 14 at 12:00 (matching terms and definitions from the glossary and abbreviations).

- **Discussion #2** Post your personal definition of Human Rights (Use the natural law perspective- a higher authority (like God or a creator god) and or the Greek ideas of Plato, Aristotle and the Stoics. For this discussion continue reading excerpts from PDF of Hayden’s book. (Remember to keep posts concise) Discussion #2, initial post due Thursday, Sept 11 at 12:00; respond to others by Sunday, Sept 14 at 12:00.

### Week 4
**Sept 15-21**

- **Reading assignments:** view the Human Rights Philosophy Rubric and the Hayden PDF; review the philosophies from the Hayden PPT; begin reading Lynn Hunt’s *Inventing Human Rights, A History*, “Introduction” and “Ch 1, 3” (pp 15-69, 113-145).

- **Live Chat #1** Wednesday Sept 18, from 21:00-22:00 participate in “live” online chat; Do you think the Golden Rule, “Do unto others...” is practiced on a globally scale? Is it just? (Use the book cover page for Hayden’s text and the electronic post). Vote in the polls: ‘yes’ or ‘no;’ results will display after voting is complete followed by discussion. The chat will appear online through Adobe Connect (drop down menu on the course main page; because you are in the course, you should automatically be entered in the chat, but an invitation will be sent to all enrolled in the class).

- **Essay #2** “Should we legislate a “do unto others” law? Does the UDHR attempt to serve this purpose? You may reference information from the live chat on Sept 18 (400-word minimum) (GA/GE/GP) Due Sept 21 at 12:00.

### Week 5
**Sept 22-28**


- **Discussion #3** Initial post due Thursday Sept 25 at 12:00 PM. Reference the rubric of Human Rights Philosophy (located in the Rubric folder) and excerpts from Hayden’s *Philosophy of Human Rights* and
Week 6  
Sept 29- Oct 5

- **Analyzing the assigned text readings, electronic posts and other information sites. Compare and contrast your ideas with those of classmates' opinions for your responses to others due Sunday, Sept 28 at 12:00.**

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<th><strong>Reading assignment</strong></th>
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**Live Chat #2** online, Oct 2 from 21:00-22:00. Which of the philosophies in the Human Rights Rubric appears to be the more “just” on a global scale? Use the poll to vote. No posted discussion required

**Discussion #4** “Discuss why liberty is perceived as a lady when women lacked equality?” Due Oct 5 at 12:00

Listen to the Beach Boys: [http://grooveshark.com/#/s/Lady+Liberty/2zuMsH?src=5](http://grooveshark.com/#/s/Lady+Liberty/2zuMsH?src=5)

Listen to Cletus Got Shot: [http://grooveshark.com/#/s/Lady+Liberty/2MiV41?src=5](http://grooveshark.com/#/s/Lady+Liberty/2MiV41?src=5)

**Essay #3** Locate an image that depicts women as lesser humans than the male gender. Discuss the image you have selected regarding equal status for the female gender (access CEDAW)? (Use historical data. (400-word minimum,) (GA/GE/GP) Due Oct 5 at 12:00

- **Images**
  - Google images of *Lady Liberty*
  - Google images of *Lady Liberty coin*

Module 2 - Human Rights Philosophy: Weeks 7-10

| **Week 7  
Oct 6-12** |  |  |
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<tr>
<td><strong>Reading assignment</strong></td>
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<td>complete Hunt’s <em>Inventing Human Rights</em>…note:” Ch 2 “Bone of Their Bone” (pp70-112) with particular emphasis to the figures 3, 4, 5, 6, 9, 10 and with particular attention to the “Appendix” (pp215-229); PDF from Hayden’s <em>Philosophy of Human Rights</em> excerpts in the electronic reading online</td>
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**Discussion #5**, “Are rights really self-evident considering race, gender, religious affiliation? (GA/GE/GP) Due Oct 12 at 12:00.
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<th>Week 8</th>
<th>Oct 13-19</th>
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<tr>
<td><strong>Live Chat online #3</strong></td>
<td>Wednesday Oct 15 Indigenous peoples losses of land, sacred sites and resources on their land; note those countries who did not sign the Indigenous Declaration, the 4 votes against (Australia, Canada, New Zealand and the United States); research the reason for the votes</td>
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| **Essay #4** | “…that all men are created equal…” How would you change  
1) the “Declaration of Independence,” www.ushistory.org/declaration/document/  
to promote gender equality…submit an introduction and rewrite the documents to your suiting. Draw conclusions in a summation. Due Oct 19 at 12:00 PM |
| **Homecoming, Oct 18** | |

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<th>Week 9</th>
<th>Oct 20-26</th>
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<td><strong>Reading assignment</strong>, UN Convention Against Torture <a href="http://www.hrweb.org/legal/cat.html">www.hrweb.org/legal/cat.html</a></td>
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<td><strong>Discussion #6</strong></td>
<td>What makes us sympathize with someone being tortured? (View Figs. 3-6, 9-10 from Hunt, pp.71/73); view “Torture Throughout History” PPT by former Honors student, Sean Bari. Initial post due Oct 23 at 12:00; responses.</td>
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<th>Week 10</th>
<th>Oct 27 - Nov 2</th>
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<td><strong>Daylight savings time ends</strong></td>
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<td><strong>Reading assignment</strong></td>
<td>Convention against torture, view Moyers interview with Maxine Hong Kingston</td>
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<td><strong>Essay #5</strong></td>
<td>Locate a &quot;recent&quot; image of torture (e.g. within the past year); formulate your essay about the image (and include it in your essay) and whether or not you agree with the attempts to eliminate torture globally. Due Nov 2 at 12:00PM</td>
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<th>Module 3 - The Documents and Conventions: Weeks 11-15</th>
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<td><strong>Week 11</strong></td>
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<td><strong>Reading assignment</strong></td>
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Veteran’s of Peace;

View the interview from Bill Moyers with Maxine Hong Kingston

**Live online chat #4:** Wednesday, Nov 5, 21:00-22:00. Next Tuesday, Nov 11 is Veteran’s Day, a national holiday for the US. Do we treat Veteran’s (military women/men) fairly because they defend and serve the US? What about Veterans during the World Wars, Vietnam era and the Veteran’s medical treatment in light of recent deaths and wait times?

**PPT #6** Grotius v Locke in defining rights, compare and contrast in a power point presentation. (Hunt p 119; PPT and Hayden’s PDF excerpts; you may want to discover and read outside resources) Due Nov 9 at 12:00 PM

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Veteran’s Day - Holiday, Tuesday Nov 11


The Economic and Social Council serve as the central forum for discussing international economic and social issues, and for formulating policy recommendations addressed to Member States and the United Nations system. It is responsible for: promoting higher standards of living, full employment, and economic and social progress; identifying solutions to international economic, social and health problems; facilitating international cultural and educational cooperation; and encouraging universal respect for human rights and fundamental freedoms

**Essay #7** Submit an outline, thesis statement, abstract (200 words) and bibliography (resources) for your final course essay (#8) on a global human rights issue of your choice, selected from the items in the fall- i.e. gender issues (CEDAW), torture, indigenous rights, ECOSOC, treatment of veterans-US military, justice from the philosophical timeline. Outside resources- a minimum of 2- in addition to the course materials, DVD’s, art, and music. Due Sunday, Nov 17 at 12:00 This will be returned with any
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<th>Week</th>
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Quiz #2 on ECOSOC, opens Thursday, Nov 20 at 08:00, closes Nov 23 at 12:00 |
| Week 14 | Nov 24-Nov 30 | Thanksgiving Holiday Week, Nov 27-30  
Reminder, final course essay due Dec 9 |
| Week 15 | Dec 1-7 | Quiz on Glendon’s book, opens Thursday, Dec 4 at 08:00, closes Dec 7 at 12:00 (note: Dec 7 is Pearl Harbor Day)  
Complete work on final course essay #8- 2,500-word minimum, any global human rights issue, due Dec 9 at 12:00 |
| Finals | Dec 8-13 | Final Course Essay #8- 2,500-word minimum any global human rights issue." Due Dec 9 at 12:00  
Winter break: Read *Murder at the Supreme Court*, Martin Clancy and Tim Obrien  