

XIDS 2100-13: Human Rights & Violations/ Spring 2020



Instructor Information

Instructor: Brittney Beth Drummond
TR 11:00am – 12:15pm in Anthropology 2

Office Hours: MW 11am – 12pm
TR 10am – 11am
Friday (online only) 12-3 pm

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Also available by appointment
Writing Center Hours: TR 12:30 – 2pm

Course Information

Course Description

This course will examine the United Nation's *Universal Declaration of Human Rights* and will ask students to consider these human rights in their original context as well as through current conflicts around the world. Students will explore a variety of media (art, poetry, photographs, etc.) to discern the relationship between those media and our need to create a list of human rights, as well as our failure to uphold them at various points in our history. We will discuss the production of art as a coping mechanism for victims of human rights violations as well as the problematic nature of examining, evaluating, or analyzing art from and about events such as the Holocaust. Students will be evaluated by means such as quizzes, short writing assignments, one analytical writing assignment, and multi-media presentations.

Texts, Readings, Instructional Resources, and References

In addition to the primary texts listed below, we will read and discuss brief essays/articles (available on CourseDen), as well as other texts/media suggested by either myself or students during class discussions.

Required Text(s)

- 1) The United Nations *Universal Declaration of Human Rights*
- 2) Iris Chang *The Rape of Nanking*
- 3) *13th* (accessed through Netflix)
- 3) Additional Supplies: A flash drive for saving essays; reliable access to a printer and email.

Course Objectives and Learning Outcomes

- Students will demonstrate an understanding of the characteristics that define and differentiate literary, filmic, and visual texts.
- Students will be able to apply this understanding to analyze the relationship between form and meaning.
- Students will be able to explain how diverse modes of humanistic and artistic endeavor contribute to an understanding of history, culture, and identity.
- Students will be able to produce written work that synthesizes evidence effectively in organized, specific, and focused paragraphs to support analytical claims.
- Students will demonstrate the ability in informal and formal writing contexts to express ideas using concise and rhetorically appropriate academic English.
- Students will demonstrate the ability to produce a thesis-driven essay that analyzes texts in relation to larger “real world” questions of social, cultural, or thematic significance.

Assignments

- (1) Reading Journal: students respond individually in writing to daily reading assignments (print, filmic, and visual), demonstrating
 - expressive writing (personal response), **and**
 - analytical questioning

Note: Both of these will help students move from response towards analysis. Journals will be collected regularly and used as prompts for class discussion.

- (2) Response to analysis: a brief writing assignment, paragraph length at least, based on an observation, description, and analysis of an article, video, image, or poem. This assignment fosters intellectual curiosity and analytical questioning through a medium students know well and instills confidence in “analysis” before they move on to academic writing of their own.
- (3) One short essay (2 pages): a shorter essay explicating an image or textual sign from a course text and its function in the text as a whole. This assignment builds upon the skills

learned from the response to analysis, allowing for application of those skills to a visual text and moves the writer toward understanding how to build a thesis from critical analysis.

- (4) Longer text and context essay (3-4 pages): an essay moving from a text itself to consider contexts: social, cultural, or thematic issues that the text raises in connection to the “real world” of individual experience.
- (5) Final creative project: students will develop a creative project at the end of the semester on a topic of their choosing that is related to the course content. Students will develop a presentation related to this project at the end of the semester. Further details will be announced in class.

Evaluation

- 15% Course Participation (attendance, group workshops, quizzes, daily work, in-class writing, creative project progress)
- 20% Reading and Class Notes Journal
- 10% Writing Assignment #1 (paragraph-length analysis)
- 15% Writing Assignment #2 (short essay)
- 25% Writing Assignment #3 (long essay)
- 15% Final Creative Project

Grading Information and Policy

Grading structure and point scale

900-1000 points	90% - 100%	A
800 points - 899 points	80% - 89%	B
700 points - 799 points	70% - 79%	C
600 points - 699 points	60% - 69%	D
< 600 points	< 60%	F

Essay Revision Policy

You will have the option to revise Essay 1 and 2. This revision must include: 1.) a hardcopy of your revised draft of Essay One, 2.) a stapled copy of the original graded draft, and 3.) a metacognitive reflection paragraph that thoughtfully discusses your plan for improving your essay (details for the revision reflection and submission guidelines can be found on CourseDen). See course calendar for revision due dates. **No** late submissions allowed for revisions.

Please see the [Common Language for Course Syllabi](#) for official information on UWG’s Academic Integrity Policy. *Note that I will enforce this policy.*

Late Work Policy

- **Essays:** All final drafts must be submitted in hard copy and in essay drop boxes in Course Den by the beginning of class on the due dates. Any essays submitted after the due date will receive a 5 pt. deduction (half a letter grade) each day they are late. Essays over 10 days late will NOT be accepted. Students with valid and documented emergencies (hospitalization, family death, etc.) should speak with me by the due date (preferably before the due date, if possible) if an extension needs to be discussed.
- **Class Participation:** If you miss an in-class assignment because you are tardy or absent—as with the attendance policy, no distinctions will be made between excused and unexcused absences—you will NOT be allowed to make up the assignment you missed. However, I will drop ONE low or missed class participation grade at the end of the semester. You can also earn an additional extra credit that will replace ONE low or missed daily grade with a “100.” To earn this extra credit, you must do the following:
 - **Attend an on-campus or off-campus academic event** (for example, a guest lecturer or filmmaker, a COAH event, a play, etc). from any discipline and write a 1-2 paragraph, typed response to the event. This response should:
 1. Clearly identify the event you attended and the date and time of the event.
 2. Include a thoughtful response that addresses some or all of the following questions: How does the event connect to themes/ideas discussed in class? What was your reaction to the event? What was discussed at the event you attended? What did you learn? If it was a film or theatrical performance, what themes were addressed? What do you make of the character performances, staging, etc.?
 3. Extra credit will not be accepted after the last day of regular classes.

NOTE: No additional opportunities will be given to make up missed class work.

Attendance Policy

Your regular participation in this class is a vital part of your success. Each student is allotted up to four absences—no more.

Upon the student’s fifth absence, his/her average will automatically decrease by one letter grade and, upon the sixth, by two letter grades.

If your absences put you at risk of failing the class, you will have two options: 1) withdraw from the class, which will generate a W if done on or before Monday, October 8th—or a WF if after that deadline or 2) remain on the roll (still attending classes, if so desired) and receive your earned score minus penalties for the course/semester. If you suspect that outside responsibilities might cause you to miss more than four classes, then you should consider taking the course at another time. Note: There is no distinction between excused and unexcused absences. **October 8th is the last day to withdraw from class with a W (without incurring a WF).**

Communication Rules

Communication Rules:

Please contact me via either westga.edu email or CourseDen email. I check both every day. I will respond to all emails within 24 hours during the week and generally within 48 hours over the weekends. If you don't hear back from me within that timeframe, please write to me again. I will not respond to emails from students that are not from official UWG email accounts.

Expected Response Times

Out-of-class assignments will generally be graded within two weeks of the due date and will contain feedback on what you did well and what you can do to improve. When I offer revision opportunities, expect response times to be a bit longer, as I place priority on original assignments when allocating my grading time.

Tentative Class Schedule*

Week	Topic/Reading Assignment	Topic/Reading Assignment
Week One	Tuesday, January 7: Intro to course	Thursday, January 9: Beginning thoughts on Human Rights – What are they?
Week Two	Tuesday, January 14: TED Talk “What are Human Rights?”* Class discussion	Thursday, January 16: <i>The Universal Declaration of Human Rights</i> (Please bring book to class) Class discussion
Week Three	Tuesday, January 21: <i>The Universal Declaration of Human Rights</i>	Thursday, January 23: <i>The Universal Declaration of Human Rights</i> First journal check
Week Four	Tuesday, January 28: Discussing ideas: reviewing concepts and drafting in class	Thursday, January 30: Peer review of introduction paragraphs and thesis statements First writing assignment due
Week Five	Tuesday, February 4: <i>The Rape of Nanking</i>	Thursday, February 6: <i>The Rape of Nanking</i>

Week	Topic/Reading Assignment	Topic/Reading Assignment
Week Six	<p>Tuesday, February 11:</p> <p><i>The Rape of Nanking</i> -contrasting Nanking with propaganda from WWII</p>	<p>Thursday, February 13:</p> <p><i>The Rape of Nanking</i></p> <p>Second journal check</p>
Week Seven	<p>Tuesday, February 18:</p> <p><i>The Rape of Nanking</i></p> <p>Discuss second writing assignment</p>	<p>Thursday, February 20:</p> <p><i>The Rape of Nanking</i></p> <p>Last day to withdraw with a grade of W.</p>
Week Eight	<p>Tuesday, February 25:</p> <p><i>The Rape of Nanking</i></p>	<p>Thursday, February 27:</p> <p>No class - Second writing assignment due</p>
Week Nine	<p>Tuesday, March 3:</p> <p>Visual media – “Analyzing a documentary’s strengths and weaknesses”*</p>	<p>Thursday, March 5:</p> <p><i>13th</i></p> <p>Third journal check</p>
Week Ten	<p>Tuesday, March 10:</p> <p><i>13th</i></p>	<p>Thursday, March 12:</p> <p><i>13th</i></p>
Week Eleven	<p>Tuesday, March 17:</p> <p>SPRING BREAK</p>	<p>Thursday, March 19:</p> <p>SPRING BREAK</p>
Week Twelve	<p>Tuesday, March 24:</p> <p>Researching current violations and contexts</p> <p>Discuss final essay</p>	<p>Thursday, March 26:</p> <p>Researching current violations and contexts</p>
Week Thirteen	<p>Tuesday, March 31:</p> <p>Individual conferences</p>	<p>Thursday, April 2:</p> <p>Individual conferences</p>
Week Fourteen	<p>Tuesday, April 7:</p> <p>Scholar’s Day – No classes</p>	<p>Thursday, April 9:</p> <p>Developing final essay</p> <p>Final projects assigned</p> <p>Final journal check</p>

Week	Topic/Reading Assignment	Topic/Reading Assignment
Week Fifteen	Tuesday, April 14: Modeling body paragraphs and citing sources	Thursday, April 16: Sample papers
Week Sixteen	Tuesday, April 21: Final Project presentations	Thursday, April 23: Final Project presentations
Week Seventeen	Tuesday, April 27: No class – final essay due	

****Note:** All times are EST. Dates may change at the instructor's discretion: all changes will be posted in the News/Announcements section of CourseDen.

Late work policy:

There are no extensions for out-of-class assignments. We are working on a tight timeline and must stick to the schedule. Assignments are accepted up to three days late, with a five point penalty per day. The final assignment and final project must be completed by the due date, no exceptions.

Expectations of Students

Course Structure:

I expect you to:

- Display a working knowledge of the syllabus
- Attend all classes, arriving on time with relevant materials in hand
- Participate fully and respectfully in class discussions
- Remain attentive and engaged throughout the class period
- Respond graciously to constructive criticism
- Improve your writing during each step of the process
- Avoid repeating mistakes addressed in feedback
- Submit quality work, complete and on time
- Communicate promptly with me about any questions or concerns

Ultimately, your success depends on how much time, energy, and effort you are willing to put into the class. I am only in control over one-hundred percent of my own effort, but I promise you will always receive my full effort. I hope to have the same from you.

Course and UWG Policies

Attendance Policy:

In order to distribute Title IV funding (federal student aid), student attendance verification is required. For this class, students are required to be present in class during week 1, in order to be considered as attending

class. Students who do not attend in the first three days may be dropped from the class for non-attendance.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Disability](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

For more information on the Americans with Disabilities Act, UWG Email, Credit Hour, and UWG Honor Code policies as well as information on Academic Tutoring, Student Services, and Technical Requirements, Privacy Policy, and Accessibility Statements, please see the [Common Language for Syllabus](#) document.

HB 280 (Campus Carry):

UWG follows University System of Georgia (USG) guidance:

http://www.usg.edu/hb280/additional_information

You may also visit our website for help with USG Guidance:

<https://www.westga.edu/police/campus-carry.php>

Honor Code

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

Additional Support Information

Support for courses

*Hyperlinks provided for accessibility throughout; full URLs are available at the end of the document.

[CourseDen D2L Home Page](#)

[D2L UWG Online Help](#) (8 AM – 5 PM)

Call: 678-839-6248 or 1-855-933-8946 or

email: online@westga.edu

[24/7/365 D2L Help Center](#)

Call 1-855-772-0423

[University Bookstore](#)

[Student Services](#)

[Center for Academic Success](#)

678-839-6280

[Distance Learning Library Services](#)

[Ingram Library Services](#)

[Accessibility Services](#)

678-839-6428

counseling@westga.edu

Center for Academic Success

The new [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at [678-839-6280](tel:678-839-6280). Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<http://uwgonline.westga.edu/students.php>
online@westga.edu
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>
- **Common Language for Course Syllabi**
<https://www.westga.edu/administration/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
- <https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqueffvts1f>