

## **Term Information**

Effective Term Autumn 2014

## **General Information**

Course Bulletin Listing/Subject Area English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 4554  
Course Title English Studies and Human Rights  
Transcript Abbreviation EnglishStHumRights  
Course Description Covers key human rights concepts and the role that humanities-based methods of analysis can play in the study of human rights. Examines how human rights are described in legal texts, cultural narratives, public discourses, and artistic representations. Also considers conflicting and contested representations, how they work, and how they are used in particular contexts.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

Prerequisites/Corequisites Prereq: English 2367.  
Exclusions

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 23.9999  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Demonstrate capacity to understand and evaluate practical debates over the methods, motivations, and consequences of human rights action in the diversity of national and international contexts, including media and artistic representations.

### **Content Topic List**

- History of human rights
- The rhetoric of human rights
- Displaced people, refugees, diaspora
- Folklore and uses of protest music
- Questions of self determination and denial of self determination
- Aesthetic representation and genocide
- Suffering and empathy
- Detention, poverty, migration, violence

## Attachments

- New Course Proposal, English 4554, English Studies and Human Rights.docx: New Course Proposal  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- English 4554 English Studies and Global Human Rights, Syllabus Revised 2-3-14.docx: Syllabus - Revised  
*(Syllabus. Owner: Lowry,Debra Susan)*
- English 4554 English Studies and Human Rights - GE Rationale and Assessment Plan Revised 2-19-14.docx: GE Rationale and Assessment Plan  
*(GEC Course Assessment Plan. Owner: Lowry,Debra Susan)*

## Comments

- Sent back at Dept's request. *(by Vankeerbergen,Bernadette Chantal on 02/14/2014 02:17 PM)*
- syllabus requires urls for boilerplate misconduct and disability language *(by Heysel,Garett Robert on 12/20/2013 04:12 PM)*

**COURSE REQUEST**  
4554 - Status: PENDING

Last Updated: Heysel,Garett Robert  
02/21/2014

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	12/19/2013 02:01 PM	Submitted for Approval
Approved	Lowry,Debra Susan	12/19/2013 02:02 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	12/20/2013 04:12 PM	College Approval
Submitted	Lowry,Debra Susan	12/23/2013 09:38 AM	Submitted for Approval
Approved	Lowry,Debra Susan	12/23/2013 09:38 AM	Unit Approval
Approved	Heysel,Garett Robert	12/23/2013 12:42 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/04/2014 10:14 AM	ASCCAO Approval
Submitted	Lowry,Debra Susan	02/06/2014 09:52 AM	Submitted for Approval
Approved	Lowry,Debra Susan	02/06/2014 09:52 AM	Unit Approval
Approved	Heysel,Garett Robert	02/13/2014 08:51 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/14/2014 02:17 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	02/20/2014 04:56 PM	Submitted for Approval
Approved	Lowry,Debra Susan	02/20/2014 04:57 PM	Unit Approval
Approved	Heysel,Garett Robert	02/21/2014 12:58 PM	College Approval
Pending Approval	Hanlin,Deborah Kay Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Nolen,Dawn Vankeerbergen,Bernadette Chantal	02/21/2014 12:58 PM	ASCCAO Approval

## **SAMPLE SYLLABUS**

### **ENGLISH 4554**

#### **English Studies and Global Human Rights**

Professor Amy Shuman

Office: Denney 566

Email: [shuman.1@osu.edu](mailto:shuman.1@osu.edu)

#### **Course Description:**

In this course, we will study human rights from the perspective of displaced people, in this case, refugees. We will read stories in which refugees recount the loss of rights and persecution that caused them to seek asylum in other countries. Human rights is often studied at the level of treaties, policies, and international struggles. In this class, we examine struggles about and assertions of human rights in local cultural practices including the economic consequences of dispersal and diaspora, folklore and the uses of protest music, cultural appropriations, and encounters with religious and medical systems that result in a denial of self-determination. The question of self-determination, a central dimension of human rights, underlies many of the questions we will address.

#### **GE Diversity Requirement**

This Course meets the requirement for a GE Diversity, Global Studies Course. The course approaches the topic of global immigration, a central concern today, from the perspective of refugees and human rights. The UN Declaration on Human Rights specifically provides for refugees and asylum seekers, and recent decades have seen millions of displaced people (mostly non-Western) seeking new homelands. However, students in the U.S. know very little about the experiences of these refugees, many of whom have settled in their own towns. This course will help you to be an educated, productive, and principled citizen with understanding of the complexity of the refugee issues.

#### **Goals for GE Diversity**

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

#### **Expected Learning Outcomes for GE Diversity - Global Studies:**

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

## **Texts:**

Readings on Carmen and library online journals

## **Assignments (5 possible points each):**

1. Attend a lecture on human rights on campus during the semester and write a 2 page summary of what you saw/heard with comments. **Due within a week of your attendance at the event.**
2. Visit an ethnic food store and write a 1-2 page description of what the store carries and how the store is organized. Discuss the store in terms of the economies discussed in class. **Due:**
3. Find an article about refugees or immigrants in some media (on line, in a newspaper, etc); include the article and write 1-2 paragraphs with your observations about how refugees are represented, **Due.**

## **Exams:**

Midterm exam. I will post a list of 20 questions on Carmen on Date. The exam will be comprised of 10 questions from that list. The Final exam will cover the entire semester. Students will receive study guides on the last day of class, and the final exam will be comprised of 10 questions from the study guide list.

## **Term Paper**

I have arranged for everyone to conduct an interview with individuals who receive services from the Community Refugee Immigration Services (CRIS). You may conduct these interviews individually or in small groups. Your responsibilities for the term paper are: 1) write a list of potential questions; we will practice these in class; 2) revise your questions; 3) conduct the interview; 4) transcribe the interview; 5) summarize the interview in a few paragraphs; 6) select something from the interview (a narrative, a description, an opinion, an explanation) to discuss in depth using the issues discussed in class; 7) present your selected excerpt to the class in your final presentation; 8) combine all of these in your term paper. The term paper must include the release form included on Carmen.

(**N.B.** The information derived from the interviews described above will not be analyzed with the intent to draw conclusions beyond the individuals, which falls under a Not Human Subjects Research determination as with many classroom projects without research intent. IRB will be consulted before each offering of this course.)

## Schedule of Readings, Exams, and Deadlines

### SECTION I: FOUNDATIONAL CONCEPTS AND METHODS

#### Week 1: Introduction to Cultural Circulations

Arjun Appadurai: "How Histories Make Geographies: Circulation and Context in Global Perspective (on Carmen and online)

<http://archiv.ub.uni-heidelberg.de/ojs/index.php/transcultural/article/view/6129/1760>

Global Migration: A World Ever More on the Move (on Carmen)

U.N. Universal Declaration on Human Rights:

<http://www.un.org/rights/50/decla.htm>

#### Week Two

##### 1: Refugee Culture

"The Year of Living Nervously" (on Carmen)

Malkki "Refugees and Exile" *Annual Review of Anthropology* (on Carmen)

Harrell-Bond, B.E. and E. Voutira "Anthropology and the Study of Refugees (On Carmen)

Lisa H. Malkki "Speechless emissaries: refugees, humanitarianism, and dehistoricization" *cultural anthropology* 1996

Steiner, Niklaus "Arguing About Asylum: The Complexity of Refugee Debates in Europe"

##### 2: Political Asylum

*Rejecting Refugees* Chapters 1 and 6

#### Week Three

##### 1. Refugee Stories I

Jackson, Michael "In Extremis Refugee Stories/Refugee Lives from *The Politics of Storytelling* (on Carmen)

Westerman, William "Refugee Testimonies" (on Carmen)

Herliyn, Jane and Stuart W. Turner "The Psychology of Seeking Protection" (on Carmen)

##### 2. Refugee Stories II:

Bloomaert, Jan "African Asylum Seekers' Stories"

Ranger, Terence "The Narratives and Counter-Narratives of Zimbabwean Asylum: Female Voices"

## **Week Four**

### **1. The legal process**

Good, Anthony "Anthropologists as Expert Witnesses: Political Asylum Cases involving Sri Lankan Tamils"

Einhorn, Bruce "Consistency, Credibility, and Culture"

### **2. Interview methods**

Angrosino, Michael "Ethnographic Interviewing" (on Carmen)

**Assignment Due:** Write sample questions you might use in your interview.

## **SECTION II: GLOBAL REFUGEE CULTURES, FOLKLORE, AND HUMAN RIGHTS**

### **Week Five: Midterm Exam**

#### **Medicine, Human Rights, and Conflicting Belief Systems**

Newspaper Article: Cambodian Magic Tattoos (On Carmen)

O'Connor, Bonnie "Hmong Cultural Values, Biomedicine, and Chronic Liver Disease" (On Carmen)

Vertovec, Stephen "Three Meanings of Diaspora as Exemplified Among South Asian Religions" *Diaspora* 7(2) 1999.

### **Week Six**

#### **1. Performing Identity and Gender**

Mendoza-Denton "'Muy Macha': Gendered Performances and the Avoidance of Social Injury" from *Homegirls* on Carmen

[\*Yemoja: Gender, Sexuality, and Creativity in the Latina/o and Afro-Atlantic Diasporas\*](#)

Eds. Solimar Otero and Toyin Falola

Otero and Falola "[Introduction: Introducing Yemoja](#)" from *Yemoja: Gender,*

*Sexuality, and Creativity in the Latina/o and Afro-Atlantic Diasporas* (in press).

Otero Chapter 3 "[Yemayá y Ochún: Queering the Vernacular Logics of the Waters](#)" from *Yemoja: Gender, Sexuality, and Creativity in the Latina/o and Afro-Atlantic Diasporas* (in press).

## **Week Seven: Moral Geographies**

### **1. Place**

Gabriella Modan “The Moral Geography of Mount Pleasant” in *Turf Wars* in Carmen.

Video on Somali community in Maine: <http://zeega.com/101850>  
<http://www.nwfolklife.org/programs/caemp-project/>

### **Assignment 2 Due**

### **2. Place, continued**

“Crossing the Boulevard” (on Carmen)

## **Week Eight: Global Economies and Representations**

Paul Stoller “The Way of the Jaguar” in *Money Has No Smell* on Carmen

Weavings of War (on Carmen)

Chinese Remake the ‘Made in Italy’ Fashion Label (on Carmen)

## **Week Nine**

### **1. Food and Ethnic Economies**

“Appropriation and Counter-hegemony in South Texas” (online book)

The Evolution of Manchester’s Curry Mile: From Suburban Shopping Street to Ethnic Destination

### **2. Protest Music and Human Rights**

"Corridos and Canciones" pp87-104 from *Creative Ethnicity* (On Carmen)

Baily, John and Michael Collyer “Music and Migration” *Journal of Ethnic and Migration Studies* Vol 32:2 2006, pp 167-182 (on Carmen)

Schramm, Adelaida Reyes “Tradition in the Guise of Innovation” (on Carmen)

Carol Silverman *Romani Routes* (excerpt on Carmen)

## **Week Ten: Diaspora Culture and Rights**

[Situating Lagosian, Caribbean, and Latin American Diasporas,](#)" from *Afro-Cuban Diasporas in the Atlantic World* (2010)



Debra Lattanzi Shutika's Chapter 1 (Introduction), "[New Borders and Destinations](#)," from *Beyond the Borderlands: Migration and Belonging in the United States and Mexico* (2011).

Lisa Gilman Dance of Politics: Gender, Performance, and Democratization in Malawi, Introduction

### **Week Eleven: Jokes, Stereotyping, and Discrimination**

Alan Dundes "A Study of Ethnic Slurs: The Jew and the Polack in the United States" *Journal of American Folklore* 1971.

Dundes, Alan "The JAP and the JAM in American Jokelore" *Journal of American Folklore* 1985

Boskin, J., J. Dorinson "Ethnic Humor: Subversion and Survival" *American Quarterly* 1985.

Lowes and Muslim Reality Show (on Carmen)

Janet Langlois "Celebrating Arabs: Tracing Legend and Rumor Labyrinths in Post 9/11 Detroit" *Journal of American Folklore* 118: 219-236. 2005

### **Week Twelve**

Ong, Aiwha *Buddha is hiding: Refugees, citizenship, the new America* (excerpt, Carmen)

### **Weeks Thirteen and Fourteen**

Class Presentations

## Class Policies

### 1. Plagiarism

In this class, you are rewarded for identifying other sources of information rather than for “independent” thinking. Confirm your work by talking with any relevant source, including family and friends. Credit them. The more sources the better; no reason to plagiarize. Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

### 2. Attendance

Many of the ideas discussed in this class and included in the exams are not in the readings. You are responsible for attending all class sessions. If you miss a class, please write a written summary of the reading for that day including the main points of the essay and one question you have. You are responsible for contacting another student to get class notes. A student's final grade will be lowered by one-half grade (A to A-, for example) for each un-excused absence.

### 3. Disability

I am glad to accommodate any disabilities, documented or not. Please let me know what would make the classroom and environment more effective for you. The Office for Disability Services, located in 150 Pomerene Hall, offers services for students with documented disabilities. Contact the ODS at 2-3307.

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

#### 4. Grading:

Assignments are due in class as specified in the syllabus.

Your term paper is due on March 9, sent electronically to me by email: [shuman.1@osu.edu](mailto:shuman.1@osu.edu).

3 Assignments:	15 points possible
Midterm:	20 points possible
Final	20 points possible
Term Paper	35 points possible
Term Paper Presentation	10 points possible

## GE DIVERSITY, GLOBAL STUDIES REQUIREMENT

### I: RATIONALE

This course provides students with a comprehensive understanding of the pluralistic nature of human rights institutions (including the United Nations and relevant NGO's), different societies' assessments of what constitutes human rights, and diverse cultural attitudes toward human rights. The topic of human rights is multi-disciplinary and cross-cultural. This course provides a humanities approach to human rights to augment and balance the political science and legal approaches to the topic.

#### a) How do the course objectives address the GE category expected learning outcomes?

Students will explore cultural and literary works from multiple cultural contexts, including non-Western contexts, to better understand the ways in which they both represent and contribute to the development of the philosophies, histories, laws, and practices of human rights. These intellectual pursuits are profoundly implicated in and have implications for understanding the global dimensions of diversity and becoming an educated global citizen.

#### b) How do the readings assigned address the GE category expected learning outcomes?

Expected Learning Outcomes

1. The readings will provide students with opportunities to learn about the consequences of human rights for race, gender, sexuality, disability, class, and religion at multiple levels and through different media, including institutional practices and cultural practices all over the world and in policies shared by or contested by different countries.
2. The readings will demonstrate how human rights discourses have an impact on their own attitudes and are foundational for their understanding of tolerance and equality and for considering their roles, attitudes and values as global citizens.
3. The readings address the learning outcomes by providing both in-depth close reading of human rights documents and secondary explorations of comparative cross-cultural human rights.

#### c) How do the topics address the GE category expected learning outcomes?

The course will focus on questions that prompt students toward comparative and transnational understanding of human rights traditions and practices, such as the following: "How have humanities scholars, writers, and artists navigated the tensions between the idea of "universal" human rights and cultural particularity? How have activists in varied cultural and national contexts navigated these tensions? Who is represented in the history of human rights? Whose struggles speak through human right history and rhetoric?" These questions will be addressed through a variety of topics, such as the examination of struggles about and assertions of human

rights in local cultural practices and debates over whose human rights or violations thereof are rendered invisible or visible on the international stage.

**d) How do the written assignments address the GE category expected learning outcomes?**

Writing and research assignments will facilitate students' critical engagement with diverse cultural representations of human rights. Writing and research assignments will prompt students to understand, reflect on, and evaluate how cultural forces of argumentation are at work in the advancement or curtailment of human rights within specific contexts, including non-Western contexts. Students will be introduced to methods of analysis that foster cross-cultural and transnational understandings of human rights history and practice.

## **II: ASSESSMENT**

**4. A GE assessment plan which explains how the faculty will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed.**

**a) Description of the specific methods the faculty will use to demonstrate that the aggregate of his/her students are achieving the goals and expected learning outcomes of this GE category. Thus, if the faculty plans to use direct measures such as embedded questions on exams, pre and post-tests, or a particular essay assignment, provide some examples. If the faculty plans on using indirect measures such as opinion surveys or student self-evaluations, give concrete examples as well. (Ideally, a plan should include both direct and indirect measures.)**

The GE diversity component of the course will be assessed during its first five years by an ad hoc committee of faculty members in three of the four concentration areas in the department (Folklore, Literature, and Rhetoric, Composition, and Literacy) in consultation with the Director of Undergraduate Studies. The assessment plan will include the following procedures:

- At years 3 and 5 discursive course evaluations will be evaluated to determine how well the class is fulfilling the GE Diversity goals in the eyes of the students. Faculty teaching the course will be required to include a question on their discursive evaluation that specifically addresses the Global Studies diversity requirement. The ad hoc committee will review the discursive evaluations for all sections of the course taught.
- A random sampling of student writing assignments from multiple sections of the course will be reviewed by the ad hoc committee to assess the presence of and proficiency in the GE diversity learning outcomes identified above.

**b) Explanation of the level of student achievement expected: What will the faculty define as “success” in terms of student achievement of learning outcomes? For example, for an embedded question, he/she might define “success” as a certain percentage of students answering the question correctly. For an essay, he/she might define success as a particular average overall score based on a scoring rubric.**

Student success is measured in several ways.

1) In order to assess the students' mastery of knowledge about the political, economic, cultural, physical, social and philosophical aspects of global human rights (outside the U.S.) and have recognized the role of national and international diversity in shaping their own attitudes toward global human rights, we will ask students to write an in-class, guided, essay at the beginning of the class addressing these questions. We will also ask them to indicate why they took the class and what they hope to learn. At week 12, we will ask them to review their initial essays and revise them. In particular, we will ask them to reflect on how their attitudes and values have changed and to point to particular readings and class discussions that shaped their ideas. We will summarize these responses in our assessment of the class.

2) We will assess student ability to answer questions on exams which directly address success in achieving the GE expected learning outcomes; students will have a study guide, and we expect 90% to pass the GE focused exams. Following is a sample question designed to elicit responses which demonstrate students understand some of the political, economic, cultural, physical, social and philosophical aspects of the plight and perspectives of displaced people around the world.

*Einhorn writes that difficulties in determining credibility in asylum hearings “include, but are not limited to, ‘differences in cultural norms, the effect of an asylum seeker’s past traumatic experiences and flight on her ability to recall events, language barriers, the adversarial nature of the hearing, the asylum seeker’s limited access to counsel, and the adjudicator’s sometimes inaccurate perceptions of foreign culture” ( p 189). Which of these applies to the cases we have discussed? Are there additional factors to consider regarding cultural norms and the determination of credibility?*

3) Additionally, we will assess scholarly works such as essays and/or research papers, using a rubric where student work is examined and success in learning is measured on a scale of 1-5 (5 best), sample follows:

*12345 communicates an understanding of how global diversity has shaped the history of human rights and human rights practices in the world today*

*12345 demonstrates knowledge of how global identities and differences interface with modern technologies and local concerns*

*12345 demonstrates knowledge of the contextual factors that shape legal articulations of global human rights, including social, political, economic, and cultural factors*

*12345 communicates an awareness of how diverse groups and communities mobilize human right discourses and navigate debates about whether human rights are universal or culturally bound, individual or collective*

*12345 communicates an understanding of how class, gender, race, sexuality, and ability shape our understanding of ourselves and others as global human rights subjects*

**c) Description of follow-up/feedback process: Once the faculty collects the data on student achievement, how will he/she use this information to make course improvements? How will the information be archived?**

The ad-hoc committee that reviews the discursive evaluations and samples of student writing will generate a cumulative list of observations and recommendations for course improvements. This list will be delivered to faculty assigned to teach future sections of the class. The work of the ad-hoc committee will be archived by the Undergraduate Studies administrator.

## **Department of English Undergraduate Course Proposal**

**ENGLISH 4554: ENGLISH STUDIES AND HUMAN RIGHTS| 3 credit hours**

**Twice weekly, 80-minute periods**

### **COURSE DESCRIPTION**

Covers key human rights concepts and the role that humanities-based methods of analysis can play in the study of human rights. Examines how human rights are described in legal texts, cultural narratives, public discourses, and artistic representations. Also considers conflicting and contested representations, how they work, and how they are used in particular contexts.

**Prerequisite(s):** 2367 or equivalent

### **RATIONALE**

Global human rights is often considered the province of political scientists, legal scholars, and policy makers. In practice, however, the obstacles facing human rights are just as often a problem understood by the humanities, especially by students of history, culture, folklore, rhetoric, and literature. Offered at a moment of increasing interest in human rights among scholars and teachers in the humanities, this course provides students an opportunity to engage in the academic study of cultural differences in approaches to what counts as human rights, and literary, rhetorical, and historical discussions of human rights across cultures. Specifically, the course aims to address questions such as the following: “How have humanities scholars, writers, and artists navigated the tensions between the idea of “universal” human rights and cultural particularity? Who is represented in the history of human rights? Whose struggles speak through human right history and rhetoric? How do different media, including literary, artistic, and personal forms of expression, speak to and for victims of human rights violations? To elucidate the vital role that humanities-based methodologies can play in the study of human rights and the often controversial role that cultural works (literature, cinema, photography, art, and so on) have played in the emergence of a diverse but nevertheless identifiable international human rights culture, this course will offer a range of methodologies and theoretical perspectives, including transnational, postcolonial, comparative, historical, ethnographic, and rhetorical to name a few.

This upper-level course aims to bring together faculty and students from the various sub-fields within the Department of English, including Folklore, Literature, and Rhetoric, Composition, and Literacy Studies, as well as students from other humanities and social sciences programs to promote new understandings about human rights. The course will be one of the key offerings of the proposed Minor in Human Rights, to be housed in International Studies.



## **LEARNING GOALS**

Individual sections of English 4554 will vary in their relative emphases on human rights legal and cultural practices, but all sections will explore how humanities-based methods can be applied to the study of human rights representations and contexts.

## **GEC DIVERSITY REQUIREMENT**

This Course meets the requirement for a GE Diversity, Global Studies Course. Students will explore cultural texts and performances from multiple cultural contexts to better understand the ways in which they both represent and contribute to the development of the philosophies, laws, and practices of human rights. These intellectual pursuits are profoundly implicated in and have implications for understanding the global dimensions of diversity and becoming an educated global citizen

Students taking this course will

- Acquire basic knowledge and vocabulary of human rights concepts
- Examine the intersections between culturally and legally-driven human rights representations in terms of their arguments and contexts
- Acquire an introduction to theories and methods of interpretation relevant to understanding the history of human rights and human rights practices in the world today
- Engage critically in the analysis and interpretation of public discourse on human rights
- Examine texts and performances about human rights and understand the political, economic, cultural, physical, social, and philosophical underpinnings of literary, rhetorical, and historical discussions of human rights across cultures
- Display knowledge and articulate themes concerned with cultural representations of human rights in their own writing and research
- Understand, reflect on, and evaluate the ways in which forces of argumentation are at work in the advancement or curtailment of human rights in the contemporary world
- Develop capacity to understand and evaluate practical debates over the methods, motivations, and consequences of human rights action in the diversity of national and international contexts, including media and artistic representations, in shaping their own attitudes and values as global citizens.

## **ASSESSMENT**

This course will be assessed during its first five years by an ad hoc committee of faculty members in three of the four concentration areas in the department (Folklore, Literature, and Rhetoric, Composition, and Literacy) in consultation with the Director of Undergraduate Studies. The assessment plan will include the following procedures:

- Course evaluations (SEI and Discursive) will be evaluated to determine how well the class is fulfilling its goals in the eyes of the students.
- At years 3 and 5 of the assessment, a survey of 25 randomly selected students who took English 4554 will be conducted to assess the long-term benefits of and satisfaction with the class.
- A random sampling of student writing assignments from multiple sections of the course will be reviewed by the ad hoc committee to assess the presence of and proficiency in the learning outcomes identified above.
- At years 3 and 5, course enrollments will be reviewed to determine if student interest and demand warrant offering the course more than once a year.

## **FACULTY INTERESTED IN TEACHING THE COURSE** (with potential titles)

Tommy Davis: *Forms of Justice: Global Literature and Human Rights*

Scott Dewitt: *Human Rights Discourses and Representations of HIV/AIDS*

Molly Farrell: *Human Rights and Haiti*

Wendy S. Hesford: *Children's Human Rights and Development Discourses*

Lynn Itagaki: *Violence and Human Rights: Apologies, Redress and Reparations*

Pranav Jani: *Human Rights and the Global South: Legacies of Empire*

Amy Shuman: *Migrations, Cultural Circulations, and Human Rights*