

## Term Information

Effective Term Spring 2020  
*Previous Value* Autumn 2014

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

This is a request for approval of an online version of the International Studies 3450 Human Rights: An Introduction class (the in-class version was previously approved and the class is offered on a regular basis).

### What is the rationale for the proposed change(s)?

To provide students the option of taking an online version of the class.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

There are no programmatic implications for existing International Studies majors or minors.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area International Studies  
Fiscal Unit/Academic Org UG International Studies Prog - D0709  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3450  
Course Title Human Rights: An Introduction  
Transcript Abbreviation HumRts  
Course Description Provides an interdisciplinary introduction to the conceptual history as well as the practice of human rights. It traces the evolution of the idea of human rights, its adoption in international and domestic covenants, its role in domestic and international political disputes and its (non-)adoption by governments and civil society. Its essentially contested nature is also discussed.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
*Previous Value* 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* 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

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced

No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 45.0901  
Subsidy Level Baccalaureate Course  
Intended Rank Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

Course goals or learning objectives/outcomes

- Understanding of the contested philosophical and historical origins of human rights
- Appreciation of the uneven institutionalization of human rights at the international level
- Identifying and distinguishing between moral and political interpretations of human rights
- Determining the effect of international hierarchies in the narrative and application of human rights

Content Topic List

- Origins of Human Rights
- Cosmopolitanism
- Institutionalizing Human Rights
- Universalizing Human Rights
- Issues in Human Rights
- Torture

Sought Concurrence

No

## Attachments

- INTSTDS 3450 ASC Tech Checklist.pdf: ASC Tech Checklist  
*(Other Supporting Documentation. Owner: Meltz, Richard Lee)*
- INTSTDS 3450 Syllabus, Online Version.docx: Syllabus, Online  
*(Syllabus. Owner: Meltz, Richard Lee)*
- INTSTDS 3450 Syllabus, In-Class Version.docx: Syllabus, In-Class  
*(Syllabus. Owner: Meltz, Richard Lee)*

**COURSE CHANGE REQUEST**  
3450 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
07/29/2019

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Meltz,Richard Lee	07/29/2019 02:55 PM	Submitted for Approval
Approved	Kurtz,Marcus Jurgen	07/29/2019 02:57 PM	Unit Approval
Approved	Haddad,Deborah Moore	07/29/2019 08:45 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	07/29/2019 08:45 PM	ASCCAO Approval

# IS 3450 Introduction to Human Rights

The Ohio State University | Autumn 2020

Online Course

(This version: July 11, 2019)

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**Instructor:** Prof. Inés Valdez (Tappatá)

**Email:** [valdez.39@osu.edu](mailto:valdez.39@osu.edu)

**Office Hours:** by appointment via  
CarmenConnect

**Teaching Assistant:** tba

**Email:** -

**Office Hours:** by appointment via  
CarmenConnect

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## COURSE DESCRIPTION

This course provides an introduction to the question of human rights. Throughout the semester, we will examine the conceptual history as well as the practice of human rights through interdisciplinary texts. This syllabus includes all the information you will need throughout the semester, including assignment prompts and grading policies. This format allows you to know well ahead of time the expectations of the course as well as the specific assignments you will have to complete.

## COURSE GOALS

The goal of this course is, *first*, to develop in-depth knowledge of the scholarly literature on human rights, i.e., to understand that the evolution of the concept of human rights and its institutionalization was a complex and political process and that what we today understand as human rights is also a political construction in constant development. A *second goal* is to develop analytical and critical thinking skills that will allow students to discern different theoretical understandings of human rights, critically assess competing claims about human rights, and understand how human rights are utilized by alternative political groupings.

To achieve these goals, students are expected to complete the readings and all assignments and watch the online lectures fully. The course material is organized in two parts:

### SESSIONS 1-11: CONCEPTUAL ISSUES IN HUMAN RIGHTS

In this section, students will engage with conceptual accounts of rights, sovereignty, and international law in order to understand the intellectual and historical context in which human rights emerged and developed. We will consider alternative stories of origin and development of human rights as well as criticisms of the concepts of rights themselves.

### SESSIONS 14-21: CASE STUDIES OF HUMAN RIGHTS

In this section students will engage with four areas that have been traditionally addressed through the language of rights: immigration, development, democratic transitions, and torture. We will study these questions through frameworks of rights as well as other critical approaches, and will evaluate the power of rights to support struggles against injustice in each of these realms.

## LEARNING OBJECTIVES

After taking this course, students will be able to:

1. Identify the myths that we have about human rights' origins
2. Describe the uneven process through which human rights became institutionalized
3. Analyze how human rights are embedded in power and politics
4. Effectively plan, research, write, revise, and complete a response paper.
5. Develop organizational and cooperative skills to become effective group participants
6. Become critical readers of news about contemporary human rights issues

To achieve the aforementioned objectives, students will be required to think, engage in dialogue, and write in critical, imaginative and reflective ways about the material dealt with in class. Keeping up to date with the readings and lectures and participating respectfully and responsibly in group-work are crucial components of the learning process.

## COURSE REQUIREMENTS

The scholarly literature agrees that engaging with the course material in multiple ways promotes learning. The course requirements have been designed to promote this goal, by incentivizing students to be active readers, attentive listeners, and engaged discussants throughout the semester. I encourage you to consider the assignments not as simple “busy work” but as complementary pieces that facilitate learning through engagement with the material and your peers, despite the lack of a shared physical classroom, and thus crucial to your success (in other words, when you complete group work and quizzes proficiently you will obtain a good grade, but their completion will also deepen your learning and thus improve your performance in the midterm and final exams).

1. **Pre- and post-session quizzes (15%)** ensure you keep up with readings and complete the lecture recordings;
2. **Group work (10%)** facilitates high levels and varied types of involvement (Appendix A contains the rules for group-work and tips for successfully doing group-work in an online setting);
3. **Lock & Key assignments (10%)** facilitate a close reading of challenging texts (See Appendix B for instructions and prompts);
4. **Midterm and final exams (40% total)** test students' understanding of basic concepts;
5. **Response paper (15%)** develops and sharpens analytic and writing skills (See Appendix D for prompt and Appendix E for grading criteria);
6. **Participation (10%)** deepens your learning. Despite the online setting, I offer multiple opportunities for participation which include attentive listening of the lectures, commenting in discussion fora and engaging with other students' comments, posting questions in the FAQs forum, and being prompt and professional in dealing with your peers in group work.

Further, your participation grade will include the timely submission of ungraded assignments, of which you should think as forms of engagement that will prepare you for and improve your performance in graded assignments. Ungraded assignments include:

(a) **Syllabus Statement:** review this syllabus and the course book carefully—especially course policies, assignments, and expectations – and reflect on your impressions after the introductory session. Write one or two paragraphs about how you expect to do in this course. What assignments or activities do you think you will do well on and why? What assignments or activities do you think will be difficult for you and why? What parts of your reading and writing history make you confident about some parts and hesitant about others? The point of this exercise is to reflect on your own intellectual practice, and a good practice at interpreting texts and examining evidence from your own life. This exercise provides useful information so that I can think about how best to support your intellectual development.

(b) Consistent participation in the discussion fora that open after each lecture: productive discussion fora require that you follow these clear ground rules: 1. Read the whole thread before you comment (you don't want to repeat a question asked earlier or respond to a question already addressed); 2. Stay on topic; 3. Don't type in ALL CAPS (it looks like you're screaming); 4. Don't write angry or sarcastic posts, jokes that work in person may misfire online; 5. Be kind (say please and thank you); 6. Respect the opinions of others (even if you disagree, acknowledge valid points and everyone's entitlement to well-reasoned, democratic, and respectful opinions); 7. Before you reply to a classmate, make sure it is accurate; 8. If many people respond to your question, summarize the main points and post it for the benefit of the whole class; 9. Be brief; 10. Don't badmouth or call others names, disagreement is about ideas; 11. If you refer to an earlier portion, quote the relevant portion; 12. Before asking a question, check the syllabus, the News items, and the FAQ board; 13. Be forgiving of others' mistakes; 14. Run a spelling grammar before posting. Source (and more on each of these rules): <http://blogs.onlineeducation.touro.edu/15-rules-netiquette-online-discussion-boards/>

(c) Human Rights Bio: Write a short text (1 page, single-spaced, with a blank line between paragraphs, standard margins and fonts) describing your current understanding of human rights and your encounter (if any) with issues of human rights in your life. Trace, if you can, events in your past that have influenced your views of "human rights." What about your life may have led you to this class? Contrast your thoughts with the opinions of two peers (not necessarily in this class) about human rights. Are their thoughts different to yours? Did they make you reconsider your thoughts? How so? I will compile anonymous excerpts of your bios to produce a "class bio."

(d) Submission of keywords that you associate with human rights thrice a semester: we will collect the keywords of the whole class in a word cloud to reflect the evolution of your collective thinking on the topic (learning!).

(e) Peer review of essays: before submission of the response papers, students will work in pairs to provide feedback on each other's papers (see Appendix F).

**\* All due dates for assignments are listed in the course schedule below and on Carmen\***

**\* All assignments will be automatically scanned with turnitin, a plagiarism-detection software\***

## **ONLINE ADD-ONS**

To address the challenges that online teaching poses to student engagement and to ensure the consistent engagement and retention of students, this course contains added features:

- (1) Explanatory Screencast videos will be posted explaining each of the assignments;
- (2) You will receive recognition badges after finishing each module in order to mark progress and structure to your online experience;
- (4) A separate forum for "Frequently Asked Questions" is available for students to post questions about course content or assignments. The instructor will address these questions every 48 hours, and both questions and answers will be available to the whole class. This system makes information that students would otherwise obtain "privately" over email with the instructor publicly available.

## **Disability Notice:**

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can**

**privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); [614-292-3307](tel:614-292-3307); [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

#### **TITLE IX STATEMENT**

Title ix makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

#### **MENTAL HEALTH STATEMENT**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, having difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292-5766. CCS is located on the 4<sup>th</sup> floor of the Younkin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

#### **ACADEMIC ETHICS/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://oaa.osu.edu/coamresources.html>.

**\* All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)\***

**YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING WEIGHTS FOR EACH OF THE ASSIGNMENTS**

Lock & Key assignments	10%
Quizzes	15%
Participation (incl. ungraded writing and discussion fora participation)	10%
Group Work	10%
Midterm Exam	20%
Final Exam (non-cumulative)	20%
Response Paper	15%

**\* All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)\***

**YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING DEFINITIONS**

Letter grade	Numerical equivalence	Definition
<b>A</b>	A 93-100 A- 90-92	Highest level of attainment. The A grade states clearly that the student has shown outstanding promise in the topic under study.
<b>B</b>	B+ 87-89 B 83-86 B- 80-82	Strong performance demonstrating a high level of attainment. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
<b>C</b>	C+ 77-79 C 73-76 C- 70-72	A totally acceptable performance demonstrating an adequate level of attainment. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
<b>D</b>	D+ 67-69 D 60-66	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
<b>E</b>	0-59	Failed, unacceptable performance.

**\* All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)\***

**→ If this notice appears four times, it's because of its importance.**

**→ Turnitin is extremely effective: be wise and invest your time doing original work.**

**REQUIRED READING**

**(1) Course book:** Moyn, Samuel. *The Last Utopia: Human Rights in History*. Cambridge: HUP, 2010 (available for purchase in student bookstores and for borrowing on reserves at Thompson Library).

**(2) Readings available on Carmen:** All readings besides Moyn's book are available on *Carmen* by module.

**IMPORTANT NOTE:** All assignments must be submitted in PDF format *only* through *Carmen* folders set up for that purpose.

**COURSE TECHNOLOGY:**



For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

*Baseline technical skills necessary for online courses*

- Basic computer and web-browsing skills
- Navigating Carmen

*Technology skills necessary for this specific course*

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki

*Necessary equipment*

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

*Necessary software*

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

*Information about the accessibility of all technologies*

<https://resourcecenter.odde.osu.edu/accessibility>

**USEFUL LINKS**

- Carmen Technological Support: <https://ocio.osu.edu/help> or <http://8help.osu.edu>
- Office of Distance Education and eLearning: <https://odde.osu.edu/home>
- Student Academic Services: <http://advising.osu.edu/welcome.shtml>
- Student Service Center: <http://ssc.osu.edu/>
- Information about the accessibility of all technologies: <https://resourcecenter.odde.osu.edu/accessibility>
- LockDown Browser (<https://resourcecenter.odde.osu.edu/carmencanvas/using-respondus-lockdown-browser-students>)

**NO RECORDING OR TRANSMISSION OF COURSE MATERIAL IS ALLOWED**

No form of distribution of class material is permitted. Your personal class notes, to the extent to which they are transcriptions of the class, are for your own individual use, though they may be shared with other students in the class. Transcriptions of the class lectures, as they are intellectual property, however, may not be sold, posted on the web, and/or transmitted to individuals who are not registered for the course, in any fashion.

**(ONLINE) CLASS ETIQUETTE (see also discussion forum etiquette on page 3)**

**Online courses pose challenges, including maintaining student engagement throughout the semester and even throughout individual recorded lectures (because of the wide availability of distractions readily available at the site of instruction, your browser!). To avoid this, this course includes hands on learning assignments discussed above but you can also create the right environment to learn. In particular, I suggest:**

- Before you start, close all non-course-related tabs and turn off your phone, just as if you were in the classroom.
- Take handwritten notes, which has been proven to enhance learning (“[The case for Banning Laptops](#)” and “[The reading Brain in the Digital Age](#)”).
- Take a 5-minute break halfway through the lecture, but be sure to put a timer and return to work promptly.

**EMAIL ETIQUETTE**

- **Check the syllabus, Screencast videos, and Carmen News Items for an answer before writing an email;**
- **If the question is a general clarificatory question, whose answer could benefit all students, post the question on the FAQs forum;**
- **If you’ve gone through the first and second points, and you’ve decided you need to write an email, direct your question to the Teaching Assistant, *Jane Tba*, first. Their contact information is on the heading of the syllabus. This is particularly the case for grading inquiries, which they’ll answer directly. For other logistical issues they’ll either respond or consult with me and then get back to you.**
- **Start your email with an appropriate greeting and end it with a signature**
- **Include a short but definitive subject line, and include the course in which you are enrolled**
- **Do not expect an answer outside of business hours (Monday to Friday 9am to 5pm)**

**COURSE SCHEDULE AND READINGS**

<b>Date</b>	<b>Session</b>	<b>Topic</b>	<b>Readings (Note: readings tested in the weekly quiz have an asterisk)</b>
W, 8/26	1	Introduction to course syllabus <b>Submit 3 keywords you associate with human rights.</b>	
F, 8/27	2	Overview, HR History <b>Group Work (GW)</b> <b>Syll Statement Due</b>	*Moyn, <i>Last Utopia</i> , chapter 1
W, 9/2	3	Basic Concepts - Natural Rights - Natural Law - Sovereignty	Bartelson, Jens. "Sovereignty." In Mark Bevir (ed.) <i>Encyclopedia of Political Theory</i> . Thousand Oaks: Sage University Press (2010): 1308-1311. *Schröder, Peter. "Natural Rights." In <i>Ibid</i> : 931-937. *Stanton, Timothy. "Natural Law." In <i>Ibid</i> : 937-941.
F, 9/4	4	French Declaration Critiques <b>HR Bio Due</b>  <b>GW</b>	French National Assembly. "Declaration of the Rights of Man and of the Citizen." *Bentham, Jeremy. "Nonsense Upon Stilts, or Pandora's Box Opened." In <i>Nonsense Upon Stilts. Bentham, Burke, and Marx on the Rights of Man</i> , edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 46-69. *Burke, Edmund. "Reflections on the Revolution in France." In <i>Ibid</i> : 77-96. London: Methuen & Co., 1987, pp. 96-118.
W, 9/9	5	Critiques (cont.)  <b>Lock &amp; Key 1 Due</b>	Arendt, Hannah. "The Perplexities of the Rights of Man." In <i>The Portable Hannah Arendt</i> , edited by Peter Baehr. New York: Penguin, 2000. *Marx, Karl. "On the Jewish Question." In <i>Nonsense Upon Stilts. Bentham, Burke and Marx on the Rights of Man</i> , edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 137-150.
F, 9/11	6	Cosmopolitanism	*Kant, Immanuel. <i>Perpetual Peace</i> . Translated by Ted Humphrey. Indianapolis: Hackett Publishing Company, 1983: only pp. 107-119.
W, 9/16	7	Institutionalization of Human Rights	*U.N. Declaration of Human Rights *Mazower, Mark. "The Strange Triumph of Human Rights, 1933, 1950." <i>The Historical Journal</i> 47, no. 2 (2004): 379-98. Jackson Preece, Jennifer. "Minority Rights in Europe: From Westphalia to Helsinki." <i>Review of International Studies</i> 23, no. 1 (1997): 75-92.
F, 9/18	7	Institutionalization of Human Rights <b>Submit three keywords you associate with human rights.</b>	*U.N. Declaration of Human Rights *Mazower, Mark. "The Strange Triumph of Human Rights, 1933, 1950." <i>The Historical Journal</i> 47, no. 2 (2004): 379-98. Jackson Preece, Jennifer. "Minority Rights in Europe: From Westphalia to Helsinki." <i>Review of International Studies</i> 23, no. 1 (1997): 75-92.
W, 9/23	8	Birth of the U.N.	*Moyn, <i>Last Utopia</i> , chapter 2
F, 9/25	9	Human Rights and Anti-colonialism <b>GW†</b>	Reus-Smit, Christian. "Human Rights and the Social Construction of Sovereignty." <i>Review of International Studies</i> 27, no. 4 (2001): 519-38. *Moyn, <i>Last Utopia</i> , chapter 3
W, 9/30	10	Rights, Moral or Political? <b>Lock &amp; Key 2 Due</b>	Rancière, Jacques. "Who Is the Subject of the Rights of Man?" <i>The South Atlantic Quarterly</i> 103, no. 2-3 (2004): 297-310. *Moyn, <i>Last Utopia</i> , chapter 4
F, 10/2	11	<i>Rights and 'Culture'</i> <b>GW†</b>  * Study guide distributed*	Grovogui, Siba N'Zatioula. "Mind, Body, and Gut! Elements of a Postcolonial Human Rights Discourse." In <i>Decolonizing International Relations</i> , Branwen Gruffydd Jones (ed.). Maryland: Rowman and Littlefield, 2006. *Preis, Ann-Belinda S. "Human Rights as Cultural Practice: An Anthropological Critique" <i>Human Rights Quarterly</i> 18, no. 2 (1996): only pp. 286-299.
<b>W, 10/7</b>	<b>12</b>	<b>Midterm Exam</b>	<b>Complete until 10/9 in Testing Center or through Proctorio (Appendix C)</b> ****
<b>F, 10/9</b>	<b>13</b>	<b>Midterm Exam</b>	<b>Complete until 10/9 in Testing Center or through Proctorio (Appendix C)</b> ****

W, 10/14	14	Watch Lost in Detention,* <a href="#">Access PBS Film Website</a>	
F, 10/16		No Class	Autumn Break
W, 10/21	15	Immigration I <i>Life &amp; Debt access opens<sup>s</sup></i>	*Carens, Joseph. "Aliens and Citizens: The Case for Open Borders." In <i>The Review of Politics</i> , 48, no. 2 (1987): 251-273 (read only pp. 251-262) De Genova, Nicholas. "The Legal Production of Mexican/Migrant 'Illegality.'" <i>Latino Studies</i> , 2, no. 2 (2004): 160-185.
F, 10/23	16	Immigration II <i>Paper topic due today on Carmen</i>	*Beltrán, Cristina. "Going Public. Hannah Arendt, Immigrant Action, and the Space of Appearance." In <i>Political Theory</i> , 37, no. 5 (2009): 595-622. Gonzales, Alfonso. <i>Reform Without Justice: Latino Migrant Politics and the Homeland Security State</i> . New York: Oxford University Press. (Intro, pp. 1-17)
W, 10/28	17	Development I	U.N. "International Covenant on Economic, Social and Cultural Rights," (1966). U.N. "Declaration on the Right to Development," resolution 2200A/XXI (1966). *Rist, Gilbert. <i>The History of Development</i> . London: Zed Books (2002): chapter 4.
F, 10/30	18	<b>Watch Life &amp; Debt*</b>	Film assigned through Secured Media Library ( <a href="http://go.osu.edu/SecuredMediaLibrary">go.osu.edu/SecuredMediaLibrary</a> ).
W, 11/4	19	Development II	*Black, Stephanie (2001) <i>Life and Debt</i> (film) *Nussbaum, Martha C. "Capabilities as Fundamental Entitlements: Sen and Social Justice." <i>Feminist Economics</i> 9, no. 2-3 (2003): 33-59. *Baxi, Upendra. "Globalisation: Human Rights Amidst Risk and Regression." <i>IDS Bulletin</i> 32, no. 1 (2001): 94-102.
F, 11/6	20	Dem Transition I <b>GW</b>	U.N. "International Covenant on Civil and Political rights," resolution 2200A/XXI (1966, entry into force 03/23/1976), sections I-III. *Sikkink, Kathryn. "Human Rights, Principled Issue Networks, and Sovereignty in Latin America." <i>International Organizations</i> 47, no. 3 (1993): 411-41.
W, 11/11		No Class	Veterans Day
F, 11/13	21	Dem Transition II	Williams, Randall. <i>The Divided World. Human Rights and Its Violence</i> . Minneapolis, Minnesota: Minnesota University Press (2010): chapter 4, only pp. 69- 83. * Zalaquet, José. "Balancing Ethical Imperatives and Political Constraints." In <i>Hastings Law Journal</i> 1425 (1991-1992) Pion-Berlin, David. "The Pinochet Case and Human Rights Progress in Chile." In <i>Journal of Lat American Studies</i> 36, no. 3 (2004): skip sections I-II, pp. 488-98
W, 11/18	22	Torture I <i>Paper topic and annotated Bibliography due today on Carmen</i>	Danelius, Hans, "Brief Introduction to the UN Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," n/d U.N. "Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," resolution 39/46 (1984) U.N. "Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment," resolution 57/199 (2002) Declassified Memos from President George W. Bush's administration including memos from (1) Bush, (2) the Defense Department, (3) Powell, and (4) Yoo. *Mayer, Jane. "Outsourcing Torture" <i>The New Yorker</i> Feb 14, 2005a *Mayer, Jane. "A Deadly Interrogation" <i>The New Yorker</i> Nov 14, 2005b.
F, 11/20	23	<b>Watch Zero Dark Thirty</b>	Film assigned through Secured Media Library ( <a href="http://go.osu.edu/SecuredMediaLibrary">go.osu.edu/SecuredMediaLibrary</a> ).
W, 11/25		No Class	Thanksgiving Break
F, 11/27		No Class	Thanksgiving Break
W, 12/2	24	Torture II <b>Submit three keywords you associate with human rights!</b>	*Hooks, Gregory, and Clayton Mosher. "Outrages against Personal Dignity: Rationalizing Abuse and Torture." <i>Social Forces</i> 83, no. 4 (2005): 1627-45. Rejali, Darius M. <i>Torture and Democracy</i> . Princeton: Princeton University Press, 2007, pp. 500-512 Sontag, Susan. "Regarding the Torture of Others." <i>The New York Times Magazine</i> May 23 (2004).

<b>F, 12/4</b>	<b>25</b>	<b>Final Exam (complete until 12/9) in Testing Center or through Proctorio (Appendix C)</b> *****	
<b>W, 12/9</b>	<b>26</b>	<b>Final Exam (complete until 12/9) in Testing Center or through Proctorio (Appendix C)</b> *****	
W, 12/9 - M, 12/14		Peer review (you will be paired with a peer and you'll meet virtually or in person to review each other's essays)	
<b>W, 12/16</b>		<b>Response Paper Due</b>	<b>8pm (class does not meet)</b>

† You will be assigned a group automatically for each group work assignment.

## APPENDIX A: PARTICIPATORY LEARNING GROUP WORK

Group work present some general challenges associated with the distribution of work and some particular ones in the online setting. Despite these challenges, the pedagogical benefits of engaging in a group discussion are significant. Research demonstrates that this works better than lecture for developing students' higher-level reasoning, increasing comprehension, and fostering relationships. Explaining answers, restating information, and formulating questions in your own words engage critical thinking faculties and embed information and insights in memory. In a group, students become active participants in a collective that will jointly make sense of the readings, their arguments, and their implications. It should be noted that these benefits apply even if a member of the group is shirking (they don't apply to the shirker, though), and will improve your performance in other course assignments.

**Note:** the skills you learn during structured learning group-work are skills that you will use again and again in the workplace, including the logistical tasks of setting up meetings and shared workspaces and the organizational task of establishing agendas and leading short and productive meetings.

**Structured group-work.** Learning groups will consist of 5 students and—given set up costs—they will last for the whole semester. All students are required to do the readings **in advance** and contribute to articulating and writing the response but they will also be primarily responsible for one role within the group. You will feel silly and artificial at first, but I want you to make a sincere effort to perform these roles. This practice is designed to encourage both group interdependence (you are responsible for one another's learning) and individual accountability.

On the first contact by email, students will volunteer for one role, so that the scheduler and encourager can get to work on setting up the meeting (see below). Students must take up new roles on each group meeting. Some tasks have to be completed for every group meeting (e.g., recursive tasks) and others only at the start of the semester (e.g., one time tasks). The required roles and tasks are specified in the next page, in chronological order:

Stage	Scheduler	Encourager	Leader	Checker	Recorder
Before the meeting	<p>1. Distribute <a href="https://doodle.com/">doodle.com</a><sup>1</sup> or <a href="http://whenisgood.net/">whenisgood.net</a><sup>2</sup> poll to set up a meeting time (<u>recursive task</u>).</p> <p>2. Communicate date and time of meeting, which will take place through Canvas Conferencing (<u>recursive task</u>)</p>	<p>1. Establish form of joint communication for exchanges and follow ups (I suggest group chat apps like <i>Signal, Telegram, and Whatsapp</i>) (<u>one time task</u>).</p> <p>2. Open a Google Document and invite all participants to edit (<u>one time task</u>, same document can be used throughout the semester)</p> <p>3. Copy/paste the assignments questions on group's Google Doc (<u>recursive task</u>).</p>		<p>1. Using chosen form of communication, remind participants to complete the readings necessary for the group work (<u>recursive task</u>).</p>	
During the meeting			<p>1. Read the questions out loud and guide participants through the readings and tasks (<u>recursive task</u>).</p> <p>2. Roles will be set up by email for the first meeting. During the meeting, the leader will coordinate the assignment of the roles for the next meeting (<u>recursive task</u>). This determines who will schedule the meeting (scheduler) and who will copy/paste the questions in the Google Document.</p>	<p>1. Explicitly invite whoever has not intervened to do so, and make sure every group member can explain how the group arrived to a given conclusion by periodically asking members to summarize the discussion (<u>recursive task</u>).</p>	<p>1. Write the responses to the questions in a clear and detailed manner incorporating everyone's input (<u>recursive task</u>).</p>
After the meeting					<p>1. Copy/paste the report to a word processor, convert to PDF, and upload (<u>recursive task</u>).</p>

<sup>1</sup> Doodle's privacy policy: <https://doodle.com/en/privacy-policy>

<sup>2</sup> Whenisgood privacy policy: <http://whenisgood.net/Privacy>

## APPENDIX B: LOCK AND KEY ASSIGNMENTS

### Evaluation criteria

The point of these assignments is for you to clarify some aspects of your understanding of Arendt/Rancière, including what it is that you don't understand. Obviously, this is not the kind of assignment where there are "right" and "wrong" answers. I will not, then, be grading you on what you do and don't understand; I will just be evaluating the effort you put into the assignment. I'll use the following criteria to identify "effort":

- . Care with text: are you accurately quoting what Marx/Rancière said? This is a matter of careful reading and proofreading.
- . Clarity of form: in explaining your key and your lock, do you use correct grammar and syntax and avoid clichés?
- . Thoughtfulness: this is a more subjective criterion than the above two, and I intend to be very generous in attributing thoughtfulness to you! Any effort to explain why you selected the passages you did will count as thoughtfulness.

### Lock & Key Assignment #1: Marx and the problems of rights Due 09.07

#### The general idea:

As you do the Marx reading, you should keep track of textual locks and keys. "Locks" are those parts of the text that somehow block your understanding; you can tell they're important, but you can't quite understand how or why. "Keys" are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, "who the heck is Bruno Bauer?" don't count. You're trying instead to identify passages of significance to the themes of the work. You do NOT have to match "locks" with "keys"; the goal isn't to find the answer to every question, but to understand what it is you don't understand (and what you do).

#### The specific assignment:

For the Marx piece, type out one key ("this passage conveys something important to me") and one lock ("this bit seems significant but I don't get it"). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it's a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Marx says about other theorists (Hegel, for example), unless you can say why you think this is significant. (I don't want us to get bogged down in trying to figure out theorists we haven't read.)
- . You can use a full sheet of paper. It's fine to single-space, with an extra line between paragraphs.



## **Lock & Key Assignment #2: Rancière and a political interpretation of human rights Due 09.28**

### **The general idea**

As you do the Rancière reading, you should keep track of textual locks and keys. “Locks” are those parts of the text that somehow block your understanding; you can tell they’re important, but you can’t quite understand how or why. “Keys” are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, “who the heck is Giorgio Agamben?” don’t count. You’re trying instead to identify passages of significance to the themes of the work. You do NOT have to match “locks” with “keys”; the goal isn’t to find the answer to every question, but to understand what it is you don’t understand (and what you do).

### **The specific assignment:**

For the Rancière piece, type out one key (“this passage conveys something important to me”) and one lock (“this bit seems significant but I don’t get it”). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it’s a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Rancière says about other theorists (Arendt, Agamben), unless you can say why you think this is significant. (I don’t want us to get bogged down in trying to figure out theorists we haven’t read.)
- . You can use a full sheet of paper. It’s fine to single-space, with an extra line between paragraphs.

## APPENDIX C: TAKING YOUR EXAMS AT THE OSU TESTING CENTER OR THROUGH PROCTORIO

You can take the midterm and final exams for this course by going to the [Student Testing Center](#) in the Student Academic Services Building or by using secure software Proctorio. More information about each of these options is below.

### Testing Center Contact Information

- **In Person:** 585 [Student Academic Services Building](#), 281 West Lane Avenue, Columbus, Ohio 43210
- **Via Email:** [esue-testing@osu.edu](mailto:esue-testing@osu.edu)
- **By Phone:** (614) 292-2241
- **Contact:** Mike Stumpf; **Email:** [stumpf.41@osu.edu](mailto:stumpf.41@osu.edu)
- **Office Hours:** Monday - Friday, 8:00AM to 5:00PM

### Proctorio

- I will assume that the default student will go to the testing center. If you intend to use Proctorio, please communicate this to me at least three weeks in advance.
- Proctorio is a Carmen-integrated software that controls your online and offline activity while you take the exam.
- You can find out more about Proctorio at the OSU Testing Center website:  
<https://resourcecenter.odee.osu.edu/carmencanvas/getting-started-proctorio-students>

**APPENDIX D: RESPONSE PAPER**  
**(DUE ON DECEMBER 10 THROUGH CARMEN FOLDER ONLY)**

As a final assignment, you will write a response paper on one of the human right case studies explored in this course. You will work on this during the last two weeks of the course. Read the whole prompt before starting work on the paper as you'll find important information about formatting, length, etc. Appendix C outlines the expectations and grading policy.

*1. PICK ONE QUESTION (USE SYLLABUS READINGS IN RESPECTIVE TOPIC AND 2 EXTERNAL SCHOLARLY SOURCES)*

- 1) How does the reality of immigration enforcement in the U.S. (according to de Genova) compare with the ethical principles that Carens proposes should guide immigration regulation? Given Gonzales's discussion of the immigration political debate, do you think there is potential for progress toward Carens' ideal in the U.S. case? Do you think immigrant counterpublics (as defined by Beltrán) could contribute to that change? Why or why not?
- 2) According to Rist, development is a U.S. invention that allowed for the establishment of an anti-colonial hierarchy in the post-WWII world. Expand on this claim and be sure to explain how exactly development discourse introduces hierarchy in the world. Connect these claims to Baxi's critique of TRMF/HR. In particular, discuss which forms of domination (or "regress") are facilitated by globalization. End the essay by discussing how—if at all—the capabilities approach could serve to identify and oppose some of the globalization-imposed regressions.
- 3) Both Zalaquett and Williams discuss the dilemmas of democratic transitions and focus on the Chilean case. Start by summarizing the arguments of these two authors and drawing connections between them. Next, critically analyze the effect of the prosecution of Gral. Pinochet by Spanish Judge Baltasar Garzón in the delicate dilemmas discussed by Zalaquett and Williams. End by contrasting Pion-Berlin's argument about role of the Garzón prosecution in spearheading change in Chile with Sikkink's focus on the external influence of human rights issue-networks.
- 4) According to Rejali, torture is a highly ineffective intelligence technique. Following Rejali's text, expand and justify this claim. If torture is ineffective and—additionally—there is deep moral opposition at the practice and a host of international laws that prohibit it, why did the United States come to accept torture in the post-9/11 world? Moreover, why did the U.S. public not respond with outrage to the revelations of torture when they started emerging? In this discussion, rely on Bromwich, Sontag and Hooks & Mosher.

*2. FORMATTING*

The essay should be two pages long (not including bibliography), 1.5-spaced, with 1-inch margins on both sides and a minimum font size of 11 points (Note: this is *not* the default setting for most programs; you'll probably need to adjust). Be sure the pages are numbered in the lower right-hand corner and that your first and last name are on every page. Be sure to read Appendix C for detailed instructions on how I will evaluate your work before starting to write your paper.

Additionally, consider taking advantage of the resources at the Writing Center, which provides advice on your written work, in person and online. Before submitting the final version of your paper, be sure to look at the proofreader checklist on their website (<http://cstw.osu.edu/files/cstw/handouts/editing.pps>).

## APPENDIX E: GRADING POLICY FOR PAPERS

I grade essays along five dimensions:

### (1) Argument:

- After reading the first paragraph, is the argument clear?
- Is the thesis coherent and precise? Does it make an argument, or mostly summarize?
- Does the thesis suggest a structure for the paper? Is the paper organized according to the thesis?
- Is each paragraph relevant to the argument?
- How much evidence is provided in support of the argument? How good is the evidence?
- Does the argument offer a convincing reading of the texts? Is a counter-argument considered?

### (2) Comprehension:

- Is each theorist's position presented accurately?
- Are all relevant examples used? Do they need to be?
- Are quotations clearly linked to the argument?
- How well are quotations explained? Are quotations unpacked?
- Does the use of the quotation demonstrate understanding of the text?
- Are complexities within the theorist's arguments addressed? Are they mentioned?

### (3) Coherence:

- Does each paragraph develop a single point?
- Does each sentence communicate a complete thought?
- Are thoughts fully explained, or do they sit alone?
- How well is each quotation introduced? Is it placed in relevant context? Is it unpacked?
- Does each paragraph logically follow the preceding one?
- Is the writing choppy? That is, do sentences make sense next to one another?

### (4) Writing:

- Has spellchecker been used?
- How many sentences use active voice?
- Does each sentence follow relevant grammatical rules?
- Are there any run-ons or fragments?
- Are words missing from sentences? Does it look like the paper was proofread?
- Do indefinite articles and pronouns have clear antecedents?

### (5) Miscellaneous/Technical:

- Did the writer obviously try to fill space (large font, excessive space between lines, etc.)?
- Are the margins 1" on each side?
- Was the paper turned in on time? How many days late was the paper?
- Is the paper the appropriate length?

While I always strive for objectivity in my grading process and certainly take measures to ensure that my reading of your work is as objective as possible, there are no "right" or "wrong" answers when writing an essay. I am not, however, likely to be swayed by your personal position on a topic or the degree to which you "agree" with me, so do not waste time trying to figure out my own opinion or position on a topic. I look for *convincing arguments*, which may rely on a number of different strategies and kinds of evidence. This all means that grading essays is both an objective and a subjective process.

Please note that not complying with all required deadlines for the essay will result in a deduction, regardless of the quality of the essay.

## APPENDIX F: PEER REVIEW

You will be paired with a peer to read each other's draft papers and give critical comments.

As soon as you've been notified of the pairing, establish contact by email and find a mutually convenient moment to meet virtually (Skype, Zoom, and Facetime all work for this) between 12/9 and 12/14.

About 40-45 minutes of time should suffice for both of you to read the short essays and to take turns providing comments.

Proceed by following the instructions below:

1. Use the first 5 minutes to read the essay question that your partner chose and Appendix D of the syllabus (included below for your convenience) to understand the expectations for this essay.
2. In the next 10-15 minutes, the partners should read each other's papers, take abundant notes and go back and forth between the essay question and the expectations set up on the Appendix, on the one hand, and the paper, on the other hand. Be very sure to mark unclear portions, arguments that you may disagree with, or arguments that are not backed up. Also, do identify at least a weakness of the paper, or an area for improvement. It's for the benefit of the writer!
3. The next 20 minutes should be used for both partners to go over the paper, with the reviser explaining her or his comments and the beneficiary of the comments asking clarification questions when necessary. Each partner should use about 10 to express the comments and questions about the other's paper.

Once you are done with the call, it's most efficient to start working right away on your revisions, while the conversation is fresh in your head.

## IS 3450 Introduction to Human Rights

The Ohio State University | Autumn 2018

Time: W & F 12:45-2.05PM | Location: Townshend Hall 255

(This version: June 11, 2019)

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**Instructor:** Prof. Inés Valdez (Tappatá)  
**Office hours:** ??? Set same day you teach.  
**Office:** 2072 Derby Hall  
**Email:** [valdez.39@osu.edu](mailto:valdez.39@osu.edu)

**Teaching Assistant:** ?  
**Office hours:** ????  
**Office:** ???? Derby Hall  
**Email:**

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Ideas of things to add:

- writing prompt at the start of class
- meditation
- Explain assignments in advance
- Do group work the first session (ungraded) with a current event on human rights (like the Honduran aid?)
- SLOW DOWN!!!
- Add pictures to your lectures
- Add material from outside course when possible (for online courses post lectures quiz)
- Cut down some material, when possible.
- On development session, add some stuff from *The Guardian* website series on development and/or your neoliberalism handouts, or a portion of Adom's work.
- Add peer assessment in group work?
- Yellow caution tape for back row? (see room capacity and seating arrangements)

This course provides an introduction to the question of human rights. Throughout the semester, we will examine the conceptual history as well as the practice of human rights through interdisciplinary texts. This syllabus includes all the information that in other courses you learn throughout the semester, including assignment prompts and grading policies. This format allows you to know well ahead of time the expectations of the course as well as the specific assignments you will have to complete.

### COURSE GOALS

The goal of this course is, first, to develop in-depth knowledge of the scholarly literature on human rights, i.e., to understand that the evolution of the concept of human rights and its institutionalization was a complex and political process and that what we today understand as human rights is also a political construction. A second goal is to develop analytical and critical thinking skills that will allow students to discern different theoretical understandings of human rights and to critically assess competing claims about human rights.

## LEARNING OBJECTIVES

After taking this course, students will be able to:

1. Identify the myths that we have about human rights' origins
2. Describe the uneven process through which human rights became institutionalized
3. Analyze the way in which power and politics affect the use of human rights and its effect on actual grievances
4. Become critical readers of news about contemporary human rights issues
5. Effectively plan, research, write, revise, and complete a response paper.

To achieve the aforementioned objectives, students will be required to both think and write critically, imaginatively and reflectively about the material dealt with in class. Keeping up to date with the readings and participating respectfully in the class are crucial components of the learning process. To ensure these goals are met the following assignments will be used: (1) Frequent group work will facilitate high levels and varied types of class involvement (Appendix A); (2) Lock & Key assignments will be used to facilitate a close reading of hard texts (Appendix D); (3) *Carmen* quizzes will be used to ensure you keep up with readings; (4) Midterm and final exams will test students' understanding of basic concepts; (5) A response paper will help students develop and sharpen analytic and writing skills.

## Disability Notice:

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.**

**SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); [614-292-3307](tel:6142923307); [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

## READING ASSIGNMENTS

You are expected to have prepared the readings by the day for which they are assigned. By "prepared," I mean read them carefully using the readings questions provided on *Carmen*, thought about them, and applied whatever note-taking system works for you. These readings are not like textbooks; they will probably take you longer than usual to read, and you may need to re-read sections, so plan accordingly.

## CLASS PARTICIPATION

This class may differ from some of your other courses in that it requires some active and sustained participation and engagement. Come to class ready to work actively on your understanding of human rights, and on your ability to analyze texts and examine complex issues. Your work for this class will involve both autonomous and collaborative learning. The idea of autonomy stresses your responsibility for your own learning, while collaborative learning stresses your responsibility for teaching and learning from one another.

My responsibility as a teacher is to set up the conditions that encourage this learning and to engage in analytic thinking with you. This class is like a lab, where you come in to work with, examine, and enhance the knowledge gained from the readings and from your own experiences.

You will work in participatory learning groups for much of the semester, and you will remain in a particular group for several class periods in a row. (Please study the instructions for learning group interaction in Appendix A).<sup>1</sup> In addition to small group work, at times the class as a whole will work together to discuss and analyze issues. I expect everyone to participate in the larger discussions as well, in order to practice and develop your communicative abilities.

I have a very broad notion of participation; it includes attentive listening, asking questions of one another (including "what do you mean?"), reading relevant passages aloud, helping another person find the right page, explaining why you agree or disagree with what someone else has said, taking detailed notes, and engaging in and facilitating discussion. Everyone must experiment with a variety of forms of participation, rather than always playing the same role.

I understand that some people are nervous about speaking in public, but I still expect you to challenge yourself to do so. Poet Audre Lorde reminds that us that we (or some of us) have been socialized to respect fear more than our own needs but silence only gets us away from developing our own language and from self-definition.<sup>2</sup>

Your participation grade will rely on both subjective and objective measures. Subjective measures include my evaluation of your labor in the classroom, including group work and other in-class activities. Objective measures include attendance, timely submission of ungraded assignments like the syllabus statement and the Human Rights Bio, and possession of readings.

## TITLE IX STATEMENT

Title ix makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## ATTENDANCE

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<sup>1</sup> Note that group work is one objective part of your participation grade. If you miss a class and miss the group activity that day you will need to complete the assignment individually or will receive no credit.

<sup>2</sup>Audre Lorde, "The Transformation of Silence into Language and Action," in *Sister Outsider*, p. 44.



Your attendance at each class session is required. Lecture, group work, and group discussion are all forms of enhanced learning that complement your reading of the class material, which depends on you being present in the classroom. If you are not in class, everyone also misses your potential contribution to group work or discussion.

\* A sign-in sheet will be passed around each class session. It is **your responsibility** to sign this sheet \*

However, I understand that life is not fully in our control and thus you will have two “free” absences. For these absences you *do not* need to contact me or notify me. You will receive one attendance credit for each class you attend (we have 22 scheduled class meetings this semester, including exam days but not including review sessions). Regardless of the quality of your other participatory activities, attendance credits will operate as a **floor** for receiving a particular **participation** grade (this is *not* a floor for your *course* grade, only for your *participation* grade, worth 10% of the final grade).

A	To receive this grade you must at least have 20 attendance credits.
A-	To receive this grade you must have at least 19 attendance credits.
B+	To receive this grade you must have at least 18 attendance credits.
B	To receive this grade you must have at least 17 attendance credits.
B-	To receive this grade you must have at least 16 attendance credits.
C+	To receive this grade you must have at least 15 attendance credits.
C	To receive this grade you must have at least 14 attendance credits.
C-	To receive this grade you must have at least 13 attendance credits.
D	You’ll receive this grade if you have 12 or less attendance credits.

You need to contact me if you wish you to have an absence excused, which will require: **(a)** that you have a medical or family emergency, AND **(b)** you met with another student in the class to replicate the participation that you missed, and affirm to me that you have done so. Excused absences do not count against attendance credit.

### QUIZZES & OTHER SHORT ASSIGNMENTS

*We will have quizzes to be completed on Carmen before every class.* The quiz contains four questions taken from the reading questions available on *Carmen* (see readings list for asterisks indicating which readings are tested) or about the films. Each quiz opens the Sunday before class at noon and closes 20 minutes before class starts (at 2.00pm). Once you start a quiz, you have 2 hours to complete it.

You will also write two Lock & Key assignments that will help you do a close reading on particularly challenging texts. These prompts are on Appendix D as well as on *Carmen*. These assignments should be submitted on the *Carmen* folder set up for that purpose and *not* on paper.

\* **All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)\***

### SYLLABUS STATEMENT / REFLECTIVE LEARNING EXERCISE

As a first assignment, review this syllabus and the course book carefully—especially the course policies, procedures, assignments, and expectations – and also reflect on your impressions after our first class

meeting. Drawing on these sources of evidence, write one or two paragraphs about how you expect to do in this course. What assignments or activities do you think you will do well on and why? What assignments or activities do you think will be difficult for you and why? What parts of your reading and writing history make you confident about some parts and hesitant about others?

The point of this exercise is to reflect on your own intellectual practice, to assess what you do well and what you need to work on. It is also good initial practice at interpreting texts and examining evidence from your own life, both of which are important to our work in this class. This exercise provides useful information so that I can think about how best to support your intellectual development.

The statement is due on *Carmen* on **Friday, August 24** by the time class starts. These will not be graded.

### **HUMAN RIGHTS BIO / PAPER**

This is the second assignment of the semester. In a brief essay (1 to 1.5 pages, single-spaced, with a blank line between paragraphs, standard margins and fonts) write a short text describing your current understanding of human rights and your encounter (if any) with issues of human rights in your life. Trace, if you can, events in your past that have influenced your views of “human rights.” What about your life may have led you to this class? What do you consider to be the biggest human rights issue of our time? Why?

This essay is due on **Wednesday September 5**. This is the *only* assignment that has to be submitted on hard copy), and also submit an electronic copy through *Carmen*. These will not be graded. I will compile anonymous excerpts for the class.

### **RESPONSE PAPER**

Another ability I want you to work on is to write analytically and imaginatively and to put forward original arguments combining class material with new material. I want you to be able to perform clear, and thoughtful analyses of challenging problems and complex thinkers. The final product will be a 2-page essay on one of the substantive topics of the course (immigration, development, democratic transitions, and torture). Detailed instructions for this assignment are on Appendix B and *Carmen*.

The questions for the response paper are already available on Appendix B and on *Carmen*. Since this essay will constitute a large part of your final grade, I urge you to consider carefully the prompt I include in Appendix B as well as the expectations and grading standards I outline in Appendix C.

All written work in this course must represent original work not previously or simultaneously handed in for credit in another course, unless this is done with the prior approval of all involved.

### **ACADEMIC ETHICS/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://oaa.osu.edu/coamresources.html>.

**\* All assignments submitted will be analyzed by a plagiarism-detection software (turnitin)\***

**YOUR COURSE GRADE WILL BE BASED ON THE FOLLOWING WEIGHTS FOR EACH OF THE ASSIGNMENTS**

<b>YOUR</b>	Lock & Key assignments	10%	<b>COURSE GRADE WILL</b>
	Quizzes	10%	
	Participation (includes ungraded writing assignments)	10%	
	Group Work	10%	
	Midterm Exam	25%	
	Final Exam (non-cumulative)	20%	
	Response Paper	15%	

**BE BASED ON THE FOLLOWING DEFINITIONS**

Letter grade	Numerical equivalence	Definition
<b>A</b>	A 93-100 A- 90-92	Highest level of attainment. The A grade states clearly that the student has shown outstanding promise in the topic under study.
<b>B</b>	B+ 87-89 B 83-86 B- 80-82	Strong performance demonstrating a high level of attainment. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
<b>C</b>	C+ 77-79 C 73-76 C- 70-72	A totally acceptable performance demonstrating an adequate level of attainment. The C grade states that, while not yet showing unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
<b>D</b>	D+ 67-69 D 60-66	A marginal performance in the required exercises demonstrating a minimal passing level of attainment.
<b>E</b>	0-59	Failed, unacceptable performance.

**REQUIRED READING**

**(1) Course book:** Moyn, Samuel. *The Last Utopia: Human Rights in History*. Cambridge: HUP, 2010 (available for purchase in student bookstores and for borrowing on reserves at Thompson Library).

**(2) Readings available on Carmen:** All readings besides Moyn are available on *Carmen* alphabetically.

**IMPORTANT NOTE:** All assignments except for the Human Rights bio and group work must be submitted *only* through *Carmen* folders set up for that purpose in PDF format.

**CLASS ETIQUETTE**

- You are required to turn off your phone at the start of the class and put it in your backpack. Let me know if you are expecting an important call and need your phone with you.
- You are expected to always bring readings to class for reference.
- Laptops and tablets are allowed in class *only* for consulting texts. I recommend you take handwritten notes, which has been proven to enhance learning (“[The case for Banning Laptops](#)” and “[The reading Brain in the Digital Age](#)”).
- Learning is also enhanced by not checking Instagram/Twitter/Facebook while in class
- To compensate your restraint, there’s a 5-minute break halfway through class.

#### EMAIL ETIQUETTE

- Check the syllabus and Carmen News Items for an answer before writing an email
- Include greeting and signature
- Include a short but definitive subject line, and include the course in which you are enrolled
- Do not expect an answer outside of business hours (Monday to Friday 9am to 5pm)
- All course communications should reach the TA of the course, Tom Chen, first. His contact information is in the heading of the syllabus. This is particularly the case for grading inquiries, which he’ll answer directly. For other logistical issues he’ll either respond or consult with me and then get back to you.

**COURSE SCHEDULE AND READINGS**

<b>Date</b>	<b>Session</b>	<b>Topic</b>	<b>Readings (Note: readings tested in the weekly quiz have an asterisk)</b>
W, 8/22	1	Introduction	Syllabus
F, 8/24	2	Overview, HR History <b>Group Work (GW)<sup>†</sup></b> <b>Syll Statement Due</b>	*Moyn, <i>Last Utopia</i> , chapter 1
W, 8/29	3	Basic Concepts - Natural Rights - Natural Law - Sovereignty	Bartelson, Jens. "Sovereignty." In Mark Bevir (ed.) <i>Encyclopedia of Political Theory</i> . Thousand Oaks: Sage University Press (2010): 1308-1311. *Schröder, Peter. "Natural Rights." In <i>Ibid</i> : 931-937. *Stanton, Timothy. "Natural Law." In <i>Ibid</i> : 937-941.
F, 8/31		No Class	American Political Science Association Meeting
W, 9/5	4	French Declaration Critiques <b>HR Bio Due (hard copy and on Carmen)</b> <b>GW<sup>†</sup></b>	French National Assembly. "Declaration of the Rights of Man and of the Citizen." *Bentham, Jeremy. "Nonsense Upon Stilts, or Pandora's Box Opened." In <i>Nonsense Upon Stilts. Bentham, Burke, and Marx on the Rights of Man</i> , edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 46-69. *Burke, Edmund. "Reflections on the Revolution in France." In <i>Ibid</i> : 77-96. London: Methuen & Co., 1987, pp. 96-118.
F, 9/7	5	Critiques (cont.) <b>Lock &amp; Key 1 Due</b>	Arendt, Hannah. "The Perplexities of the Rights of Man." In <i>The Portable Hannah Arendt</i> , edited by Peter Baehr. New York: Penguin, 2000. *Marx, Karl. "On the Jewish Question." In <i>Nonsense Upon Stilts. Bentham, Burke and Marx on the Rights of Man</i> , edited by Jeremy Waldron. London: Methuen & Co., 1987, pp. 137-150.
W, 9/12	6	Cosmopolitanism	*Kant, Immanuel. <i>Perpetual Peace</i> . Translated by Ted Humphrey. Indianapolis: Hackett Publishing Company, 1983: only pp. 107-119.
F, 9/14		No Class, human rights talk at Mershon Center (1501 Neil Ave., 3.30pm).	You may attend Brooke Ackerly's talk based on her book: <i>Just Responsibility: A Human Rights Theory of Global Justice</i> (OUP, 2018) and report on it for extra credit.
W, 9/19	7	Institutionalization of Human Rights	*U.N. Declaration of Human Rights *Mazower, Mark. "The Strange Triumph of Human Rights, 1933, 1950." <i>The Historical Journal</i> 47, no. 2 (2004): 379-98. Jackson Preece, Jennifer. "Minority Rights in Europe: From Westphalia to Helsinki." <i>Review of International Studies</i> 23, no. 1 (1997): 75-92.
F, 9/21	8	Birth of the U.N.	*Moyn, <i>Last Utopia</i> , chapter 2
W, 9/26	9	Human Rights and Anti-colonialism <b>GW<sup>†</sup></b>	Reus-Smit, Christian. "Human Rights and the Social Construction of Sovereignty." <i>Review of International Studies</i> 27, no. 4 (2001): 519-38. *Moyn, <i>Last Utopia</i> , chapter 3
F, 9/28	10	Rights, Moral or Political? <b>Lock &amp; Key 2 Due</b>	Rancière, Jacques. "Who Is the Subject of the Rights of Man?" <i>The South Atlantic Quarterly</i> 103, no. 2-3 (2004): 297-310. *Moyn, <i>Last Utopia</i> , chapter 4
W, 10/3	11	<i>Rights and 'Culture'</i> <b>GW<sup>†</sup></b> <i>Lost in Detention</i> * opens: <a href="#">Access PBS Film Website</a> * Study guide distributed*	Grovogui, Siba N'Zatioula. "Mind, Body, and Gut! Elements of a Postcolonial Human Rights Discourse." In <i>Decolonizing International Relations</i> , Branwen Gruffydd Jones (ed.). Maryland: Rowman and Littlefield, 2006. *Preis, Ann-Belinda S. "Human Rights as Cultural Practice: An Anthropological Critique" <i>Human Rights Quarterly</i> 18, no. 2 (1996): only pp. 286-299.
W, 10/5	12	Review Session + Group work answers reviewed	
<b>W, 10/10</b>	<b>13</b>	<b>Midterm Exam</b>	*****
F, 10/12		No Class	Autumn Break
W, 10/17	14	Immigration I  <i>Life &amp; Debt access opens</i> <sup>§</sup>	*Carens, Joseph. "Aliens and Citizens: The Case for Open Borders." In <i>The Review of Politics</i> , 48, no. 2 (1987): 251-273 (read only pp. 251-262) De Genova, Nicholas. "The Legal Production of Mexican/Migrant 'Illegality.'" <i>Latino Studies</i> , 2, no. 2 (2004): 160-185.

F, 10/19		No Class	
W, 10/24	15	Immigration II <b>Last day to watch Lost in Detention* and complete quiz</b>	*Beltrán, Cristina. "Going Public. Hannah Arendt, Immigrant Action, and the Space of Appearance." In <i>Political Theory</i> , 37, no. 5 (2009): 595-622. Gonzales, Alfonso. <i>Reform Without Justice: Latino Migrant Politics and the Homeland Security State</i> . New York: Oxford University Press. (Intro, pp. 1-17)
F, 10/26	16	Development I	U.N. "International Covenant on Economic, Social and Cultural Rights," (1966). U.N. "Declaration on the Right to Development," resolution 2200A/XXI (1966). *Rist, Gilbert. <i>The History of Development</i> . London: Zed Books (2002): chapter 4.
W, 10/31	17	Development II <b>Last day to Watch Life &amp; Debt</b> <sup>§</sup>	*Black, Stephanie (2001) <i>Life and Debt</i> (film) *Nussbaum, Martha C. "Capabilities as Fundamental Entitlements: Sen and Social Justice." <i>Feminist Economics</i> 9, no. 2-3 (2003): 33-59. *Baxi, Upendra. "Globalisation: Human Rights Amidst Risk and Regression." <i>IDS Bulletin</i> 32, no. 1 (2001): 94-102.
F, 11/2	18	Dem Transition I <b>GW</b> <i>Zero Dark Thirty access opens</i> <sup>§</sup>	U.N. "International Covenant on Civil and Political rights," resolution 2200A/XXI (1966, entry into force 03/23/1976), sections I-III. *Sikkink, Kathryn. "Human Rights, Principled Issue Networks, and Sovereignty in Latin America." <i>International Organizations</i> 47, no. 3 (1993): 411-41.
W, 11/7	19	Dem Transition II	Williams, Randall. <i>The Divided World. Human Rights and Its Violence</i> . Minneapolis, Minnesota University Press (2010): chapter 4, only pp. 69- 83. * Zalaquet, José. "Balancing Ethical Imperatives and Political Constraints." In <i>Hastings Law Journal</i> 1425 (1991-1992) Pion-Berlin, David. "The Pinochet Case and Human Rights Progress in Chile." In <i>Journal of Lat American Studies</i> 36, no. 3 (2004): skip sections I-II, pp. 488-98
F, 11/9	20	Torture I <i>Paper topic and annotated Bibliography due today on Carmen</i>	Danelius, Hans, "Brief Introduction to the UN Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," n/d U.N. "Convention Against Torture And Other Cruel, Inhuman, Or Degrading Treatment Or Punishment," resolution 39/46 (1984) U.N. "Optional Protocol to the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment," resolution 57/199 (2002) Declassified Memos from President George W. Bush's administration including memos from (1) Bush, (2) the Defense Department, (3) Powell, and (4) Yoo. *Mayer, Jane. "Outsourcing Torture" <i>The New Yorker</i> Feb 14, 2005a *Mayer, Jane. "A Deadly Interrogation" <i>The New Yorker</i> Nov 14, 2005b.
W, 11/14		No Class	Thesis statement due today on Carmen Consider using free time to schedule a meeting with the Writing Center *Bigelow, Katherine (2012) <i>Zero Dark Thirty</i> (film) – film quiz opens but you may take it anytime until 20' before 11/16 session—we'll discuss film only then.
F, 11/16	21	Torture II <b>Last day to watch Zero Dark Thirty</b> <sup>§</sup>  * Study guide distributed *	*Hooks, Gregory, and Clayton Mosher. "Outrages against Personal Dignity: Rationalizing Abuse and Torture." <i>Social Forces</i> 83, no. 4 (2005): 1627-45. Rejali, Darius M. <i>Torture and Democracy</i> . Princeton: Princeton University Press, 2007, pp. 500-512 Sontag, Susan. "Regarding the Torture of Others." <i>The New York Times Magazine</i> May 23 (2004).
W, 11/21		No Class	Thanksgiving Break
F, 11/23		No Class	Thanksgiving Break
W, 11/28	22	Review Session + Group work answers reviewed	
<b>F, 11/30</b>	<b>23</b>	<b>Final Exam</b>	*****
W, 12/5	24	Assessment, peer review (bring laptop and hardcopy draft for feedback, revise in class and upload to Carmen)	
<b>M, 12/10</b>		<b>Response Paper Due</b>	<b>8pm (class does not meet)</b>

†If you missed this class you missed group work. Please complete assignment and submit it up to a week later or receive no credit. Prompt is available on *Carmen* under Assignments.

§ This film is assigned to this class through Secured Media Library ([go.osu.SecuredMediaLibrary](http://go.osu.SecuredMediaLibrary)) (login required).

## APPENDIX A: PARTICIPATORY LEARNING GROUP WORK<sup>3</sup>

Please note that group work is one objective part of your participation grade. If you miss a class and miss the group activity you need to complete the assignment and submit it within a week to get credit.

The following instructions may seem formal, but these practices contribute to having a lively and engaged class, in which everyone is learning, thinking, and making complex intellectual judgments.

**Group work** is structured small group interaction for problem-solving. Research demonstrates that this works better than lecture for developing students' higher-level reasoning, increasing comprehension, and fostering relationships. Explaining answers, restating information, and formulating questions in your own words engage critical thinking faculties and embed information and insights in memory.

Participatory learning rests on two main principles: **(1) Group interdependence**, which means organizing tasks so that members must work together to succeed. We will achieve this by having role differentiation within the group and by having the "class participation" portion of the final grade include group work. **(2) Individual accountability**, which is achieved through individualized measures of participation and achievement (such as essays, quizzes, and individual participation in class discussion).

There are two kinds of participating learning strategies that we will employ in this class. The first is **paired note-taking**. When I lecture, we will break periodically for you to explain to each other the main points of the lecture thus far. During these short breaks (5 minutes or so) you will work in pairs to identify significant elements of the lecture, share insights, and clarify any confusion you might have.

The second kind of participatory learning strategy we will use quite frequently is **structured learning groups**. Learning groups will consist of 4-5 students, and for several class periods. At the beginning of a class period, each group will decide which member will be primarily responsible for each role. The required roles are the following. **(1) Reader**: This person will be responsible for reading aloud the question/project, and for helping the group stay on task (watch the time, etc.). **(2) Encourager**: This person is responsible for encouraging all members to participate, and making sure all participation is shared. **(3) Checker**: This involves checking to make sure that all members of the group can explain the group's analysis, or how the group arrived at a conclusion. Periodically asking members of the group to summarize or articulate the group's analysis or conclusion will lead to higher levels of comprehension for everyone. It also provides a pause for participants to ask further questions. **(4) Recorder**: This person is responsible for writing down the group's analysis in a clear and detailed manner, and for turning this report into me. Once I return the report, the recorder should share it with the other members.

The point of having these explicit roles is to ensure that all group members contribute to the group's work. Each day that we meet in groups, you should think about helping with all of these roles. However, you will be primarily responsible for one. Please take a different primary role in each class meeting. You will feel silly and artificial at first, but I want you to make a sincere effort to perform these roles. When we have larger class discussions, I will call randomly on group members to explain their group's analysis, share insights, and respond to the reports of other groups. This practice is designed to encourage both group interdependence (you are responsible for one another's learning) and individual accountability.

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<sup>3</sup> Adapted from Susan Bickford's teaching and Johnson and Smith *Active Learning* (1991).

**APPENDIX B: RESPONSE PAPER**  
**(DUE ON DECEMBER 10 THROUGH CARMEN FOLDER ONLY)**

As a final assignment, you will write a response paper on one of the human right case studies explored in this course. You will work on this during the last two weeks of the course. Read the whole prompt before starting work on the paper as you'll find important information about formatting, length, etc. Appendix C outlines the expectations and grading policy.

*1. PICK ONE QUESTION (USE SYLLABUS READINGS IN RESPECTIVE TOPIC AND 2 EXTERNAL SCHOLARLY SOURCES)*

- 1) How does the reality of immigration enforcement in the U.S. (according to de Genova) compare with the ethical principles that Carens proposes should guide immigration regulation? Given Gonzales's discussion of the immigration political debate, do you think there is potential for progress toward Carens' ideal in the U.S. case? Do you think immigrant counterpublics (as defined by Beltrán) could contribute to that change? Why or why not?
- 2) According to Rist, development is a U.S. invention that allowed for the establishment of an anti-colonial hierarchy in the post-WWII world. Expand on this claim and be sure to explain how exactly development discourse introduces hierarchy in the world. Connect these claims to Baxi's critique of TRMF/HR. In particular, discuss which forms of domination (or "regress") are facilitated by globalization. End the essay by discussing how—if at all—the capabilities approach could serve to identify and oppose some of the globalization-imposed regressions.
- 3) Both Zalaquett and Williams discuss the dilemmas of democratic transitions and focus on the Chilean case. Start by summarizing the arguments of these two authors and drawing connections between them. Next, critically analyze the effect of the prosecution of Gral. Pinochet by Spanish Judge Baltasar Garzón in the delicate dilemmas discussed by Zalaquett and Williams. End by contrasting Pion-Berlin's argument about role of the Garzón prosecution in spearheading change in Chile with Sikkink's focus on the external influence of human rights issue-networks.
- 4) According to Rejali, torture is a highly ineffective intelligence technique. Following Rejali's text, expand and justify this claim. If torture is ineffective and—additionally—there is deep moral opposition at the practice and a host of international laws that prohibit it, why did the United States come to accept torture in the post-9/11 world? Moreover, why did the U.S. public not respond with outrage to the revelations of torture when they started emerging? In this discussion, rely on Bromwich, Sontag and Hooks & Mosher.

*2. FORMATTING*

The essay should be two pages long (not including bibliography), 1.5-spaced, with 1-inch margins on both sides and a minimum font size of 11 points (Note: this is *not* the default setting for most programs; you'll probably need to adjust). Be sure the pages are numbered in the lower right-hand corner and that your first and last name are on every page. Be sure to read Appendix C for detailed instructions on how I will evaluate your work before starting to write your paper.

Additionally, consider taking advantage of the resources at the Writing Center, which provides advice on your written work, in person and online. Before submitting the final version of your paper, be sure to look at the proofreader checklist on their website (<http://cstw.osu.edu/files/cstw/handouts/editing.pps>).



## APPENDIX C: GRADING POLICY FOR PAPERS

I grade essays along five dimensions:

### (1) Argument:

- After reading the first paragraph, is the argument clear?
- Is the thesis coherent and precise? Does it make an argument, or mostly summarize?
- Does the thesis suggest a structure for the paper? Is the paper organized according to the thesis?
- Is each paragraph relevant to the argument?
- How much evidence is provided in support of the argument? How good is the evidence?
- Does the argument offer a convincing reading of the texts? Is a counter-argument considered?

### (2) Comprehension:

- Is each theorist's position presented accurately?
- Are all relevant examples used? Do they need to be?
- Are quotations clearly linked to the argument?
- How well are quotations explained? Are quotations unpacked?
- Does the use of the quotation demonstrate understanding of the text?
- Are complexities within the theorist's arguments addressed? Are they mentioned?

### (3) Coherence:

- Does each paragraph develop a single point?
- Does each sentence communicate a complete thought?
- Are thoughts fully explained, or do they sit alone?
- How well is each quotation introduced? Is it placed in relevant context? Is it unpacked?
- Does each paragraph logically follow the preceding one?
- Is the writing choppy? That is, do sentences make sense next to one another?

### (4) Writing:

- Has spellchecker been used?
- How many sentences use active voice?
- Does each sentence follow relevant grammatical rules?
- Are there any run-ons or fragments?
- Are words missing from sentences? Does it look like the paper was proofread?
- Do indefinite articles and pronouns have clear antecedents?

### (5) Miscellaneous/Technical:

- Did the writer obviously try to fill space (large font, excessive space between lines, etc.)?
- Are the margins 1" on each side?
- Was the paper turned in on time? How many days late was the paper?
- Is the paper the appropriate length?

While I always strive for objectivity in my grading process and certainly take measures to ensure that my reading of your work is as objective as possible, there are no "right" or "wrong" answers when writing an essay. I am not, however, likely to be swayed by your personal position on a topic or the degree to which you "agree" with me, so do not waste time trying to figure out my own opinion or position on a topic. I look for *convincing arguments*, which may rely on a number of different strategies and kinds of evidence. This all means that grading essays is both an objective and a subjective process.

Please note that not complying with all required deadlines for the essay will result in a deduction, regardless of the quality of the essay.

## APPENDIX D: LOCK AND KEY ASSIGNMENTS

### Evaluation criteria

The point of these assignments is for you to clarify some aspects of your understanding of Arendt/Rancière, including what it is that you don't understand. Obviously, this is not the kind of assignment where there are "right" and "wrong" answers. I will not, then, be grading you on what you do and don't understand; I will just be evaluating the effort you put into the assignment. I'll use the following criteria to identify "effort":

- . Care with text: are you accurately quoting what Marx/Rancière said? This is a matter of careful reading and proofreading.
- . Clarity of form: in explaining your key and your lock, do you use correct grammar and syntax and avoid clichés?
- . Thoughtfulness: this is a more subjective criterion than the above two, and I intend to be very generous in attributing thoughtfulness to you! Any effort to explain why you selected the passages you did will count as thoughtfulness.

### Lock & Key Assignment #1: Marx and the problems of rights Due 09.07

#### The general idea:

As you do the Marx reading, you should keep track of textual locks and keys. "Locks" are those parts of the text that somehow block your understanding; you can tell they're important, but you can't quite understand how or why. "Keys" are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, "who the heck is Bruno Bauer?" don't count. You're trying instead to identify passages of significance to the themes of the work. You do NOT have to match "locks" with "keys"; the goal isn't to find the answer to every question, but to understand what it is you don't understand (and what you do).

#### The specific assignment:

For the Marx piece, type out one key ("this passage conveys something important to me") and one lock ("this bit seems significant but I don't get it"). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it's a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Marx says about other theorists (Hegel, for example), unless you can say why you think this is significant. (I don't want us to get bogged down in trying to figure out theorists we haven't read.)
- . You can use a full sheet of paper. It's fine to single-space, with an extra line between paragraphs.

## **Lock & Key Assignment #2: Rancière and a political interpretation of human rights Due 09.28**

### **The general idea**

As you do the Rancière reading, you should keep track of textual locks and keys. “Locks” are those parts of the text that somehow block your understanding; you can tell they’re important, but you can’t quite understand how or why. “Keys” are their counterparts – passages or incidents in a text that somehow help to explain or clarify what is going on in the writing. Factual questions like, “who the heck is Giorgio Agamben?” don’t count. You’re trying instead to identify passages of significance to the themes of the work. You do NOT have to match “locks” with “keys”; the goal isn’t to find the answer to every question, but to understand what it is you don’t understand (and what you do).

### **The specific assignment:**

For the Rancière piece, type out one key (“this passage conveys something important to me”) and one lock (“this bit seems significant but I don’t get it”). (You may have many locks and keys, but for this assignment choose one of each.) For the key, explain what you learn from it. For the lock, say anything you can about why it’s a lock for you. Again, your key and your lock do not have to have anything to do with one another.

- . As always, provide page numbers for the passages you use.
- . Make sure to identify which is your key and which is your lock.
- . Neither your lock nor your key should be something that Rancière says about other theorists (Arendt, Agamben), unless you can say why you think this is significant. (I don’t want us to get bogged down in trying to figure out theorists we haven’t read.)
- . You can use a full sheet of paper. It’s fine to single-space, with an extra line between paragraphs.

## APPENDIX E: OPPORTUNITIES FOR EXTRA CREDIT (5 POINTS EACH)

### 1. Attend a Mindfulness Training Workshop and write 300 words essay indicating what you gained from the workshop (deadline to attend/submit: 11/9)

You may take *one* of three drop in mindfulness workshops at the Counseling and Consultation Service (Office of Student Life): (a) Beating Anxiety Workshop (Mondays 4-5.00pm, Younkin Success Center, RM 150), (b) The Art of Allowing: Letting Go of Perfectionism (Tuesdays 4-5.00pm, Younkin Success Center, RM 150, note, 11/13 session on RM 300), or (c) Surviving College 101 (Wednesdays 3.30-4.30pm, starts 9/5, Younkin Success Center, Rm 150). Please ask the instructor to sign the sheet on Appendix F to certify your attendance and upload it to the Carmen's folder dedicated to this purpose before 11/9, alongside essay).

I recommend the App *Stop, Breathe, and Think* for managing stress and helping with focus (great for study breaks).

### 2. Attend one of the following Human Rights-related events on campus and write a 300 words commentary relating talk to one or more of our readings/discussions (deadline to submit: one week after event).

- a. Friday 9/14: Brooke Ackerly's talk based on her book: *Just Responsibility: A Human Rights Theory of Global Justice* (OUP, 2018). Mershon Center (1501 Neil Ave.) @ 12.30pm.
- b. The Brown and Black Comic Expo (SolCon) – Various Activities at the OSU Billy Ireland Cartoon Library and Museum (<http://go.osu.edu/sol-con>), September 27-28, Hale Hall.
- c. Thursday 10/18: Naming (In)Justice Symposium – Rights and Resistance across Queer Migration and Trafficking. 9.15-2.45 (See schedule for specific events: <https://u.osu.edu/hrit/naminginjustice/>, you only need attend one talk/panel session)
- d. Thursday 10/18: Naming (In)Justice Symposium – Zine Workshop, 3-5pm ([RSVP](#))
- e. Thursday 10/25: Food Justice from the Frontlines: A Conversation with the Coalition of Immokalee Workers – Mershon Center (1501 Neil Ave.), 12.00 PM – 1.30 PM ([RSVP](#))

**APPENDIX F**

This is to certify that student .....

Attended the following Workshop

a. Beating Anxiety

b. The Art of Allowing

c. Adulting 101

On the following date.....

Signature of facilitator .....

Signature of student.....

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** IS 3450

**Instructor:** Inés Valdez

**Summary:** Introduction to Human Rights

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen Carmen Connect Office 365 Doodle When Is Good
6.2 Course tools promote learner engagement and active learning.	X			Carmen connect for meetings and carmen message boards for discussion.
6.3 Technologies required in the course are readily obtainable.	X			All are free or included via OSU site license.
6.4 The course technologies are current.	X			Apps are all web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			Even though Doodle and whenisgood.net do not require accounts for their use it may still be a good idea to include their privacy policies.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links are provided to 8HELP email and phone support.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			Link is provided to the ODEE accessibility page.
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			Link is provided for academic support services.
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			Link is provided for SSC
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	x			a
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	x			b
8.4 The course design facilitates readability	x			c
8.5 Course multimedia facilitate ease of use.	x			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web

				browser
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**Reviewer Information**

- Date reviewed: 7/16/19
- Reviewed by: Ian Anderson

**Notes:** Consider putting this syllabus in the ASC template.

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.