XIDS 2100 – AB3: Human Rights/ Human Rights Violations

Fall 2017
Instructor: Brittney Beth Drummond
Office: TLC 1113C
Email: bdrummon@westga.edu
Office Hours: MW 2:00pm-4:30pm
TR 2:00pm-3:00pm
UWC Hours (TLC 1201): MW 12:30pm-2:00pm

**If office hours must be changed, I will announce it in class**

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

Required Texts
- United Nation’s *Universal Declaration of Human Rights* (Click [here](https://www.amazon.com) for text on Amazon)
- *I Never Saw Another Butterfly* (Click [here](https://www.amazon.com))
- *13th* (Netflix documentary)
- Additional material used for class discussion such as visual images, historical readings, poetry, and short pieces of fiction will be provided online in accordance with the department’s paperless policy [As of Fall 2006, the English Department implemented a “paperless” policy in its classrooms. Therefore, all materials (handouts, assignment sheets, notes, etc.) will be made available online. Students may print these necessary course documents, including the syllabus, on their home computers].
- Other Material: Flash drive or some other portable electronic storage for independent computer use (all students are responsible for producing and retaining copies of their work); paper and pen/pencil as necessary to take notes in class.
Learning Outcomes

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

Assignments

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

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

(2) Response to analysis: a brief writing assignment, paragraph length at least, based on an observation, description, and analysis of an article, video, image, or poem. This assignment fosters intellectual curiosity and analytical questioning through a medium students know well and instills confidence in “analysis” before they move on to academic writing of their own.

(3) One short essay (2 pages): a shorter essay explicating an image or textual sign from a course text and its function in the text as a whole. This assignment builds upon the skills learned from the response to analysis, allowing for application of those skills to a visual text and moves the writer toward understanding how to build a thesis from critical analysis.

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

Evaluation

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

Course Policies/Statements (General): [Click here](http://www.westga.edu/~vpaa/handrev/)

Plagiarism and Excessive Collaboration Policy: (if a student violates this policy, he/she may receive and "F" for the assignment or an "F" for the course at my discretion)

Plagiarism & Academic Honesty: The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. The University Policies for handling Academic Dishonesty are found in the following documents: The Faculty Handbook, sections 207 and 208.0401 (http://www.westga.edu/~vpaa/handrev/); Student Undergraduate Catalog, "Academic Honor Code": (http://www.westga.edu/undergrad/1762.htm)

Disability Pledge: I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Disability Services in 272 Parker Hall at 678-839-6428. Students with
documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment: it is your right, and it is the law. For more information, contact Disability Services.

**Attendance Requirements:** Attendance is imperative for student success in this course. Therefore, the following attendance policy is in place and enforced: **Students are allowed three absences. Two (2) points will be deducted from your final grade for each absence after the third. Be aware that no distinction exists between excused and unexcused absences.** If the student is notified that he/she will fail the course due to excessive absences and chooses to continue to attend class meetings, he/she may do so as long as he/she is not disruptive. If disruption occurs, the student will be reported to the Office of Student Affairs and Enrollment Management (department of Judicial Affairs). **Note: Tardies will also be counted as part of the attendance requirements. Two tardies will equal one absence.**

**Role of the Writing Center:** The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas to student essays, and tutors are specifically trained to avoid appropriating the student's work. For more information, visit the Writing Center: [www.westga.edu/writing](http://www.westga.edu/writing)

**Revision Policy:** Opportunities for revision will be offered later in the semester.

**Paper Format:** All out-of-class essays should be submitted according to MLA format. Please see the [UWC website](http://www.westga.edu) for additional information.

**Penalties for Late Work:** Late work will be accepted for three days after a due date is missed, with 10 points being deducted each day. After three days late, an assignment will no longer be accepted. Students are responsible for finding out material due date(s) with regard to missed work; if a student is absent on the day out-of-class work is due or if a student is present but does not turn in the work on the assigned due date, five points will be deducted from the overall grade of the assignment for each day (not class period) the work is late. If a student finds it necessary to miss class on a day work is due, the material should be emailed to me the day
work is due in order to avoid any penalty. Also, life happens, so if you need an extension, let me know ahead of time and most of the time, I’ll be happy to work with you.

**Office Consultations:** An office consultation, whether it is conducted during scheduled office hours or during a scheduled appointment, is a time for you to meet with me to discuss very specific issues, i.e., a specific essay, a specific in-class or out-of-class assignment, a specific grade, a specific concern as it relates to your writing, etc. **If an office consultation is scheduled to discuss a final grade on one of the out-of-class essays, you must wait 24 hours from the time I return the essay to you to meet with me. This will give you the opportunity to review my comments.** When you schedule an office consultation, you should come in prepared. Please do not come in, for example, with an essay and say you just want to "go over it." **(I will also NOT review/proofread entire drafts that are emailed to me. You MUST schedule an appointment during office hours)** In order for me to be able to give you the help you need, you need to be specific. For example, if you have an essay you are concerned about, write down EXACTLY what concerns you, i.e., thesis statement, paragraph development, comma splices, proper MLA format, etc. This will give us some guidelines during our consultation and help to generate discussion. Be aware that an email asking questions about an essay CANNOT replace an actual meeting with me during office hours. It is very difficult to respond to your questions and your needs by only responding to an email, especially if your questions are general. I welcome any email correspondence you wish to have with me; however, this type of correspondence is best used only when you have a very SPECIFIC question that doesn’t require discussion.**Please Note: The official email communication method will be through campus e-mail (MyUWG).
Course Schedule

**If this schedule needs to be changed or updated, I will announce that in class. Items marked with an asterisk * are located on CourseDen under Reading Materials. Reading assignments are to be completed before attending class on any given day and are due on the day they are listed.**

Week One:
W 8/9  Course Introduction
R 8/10  Read “What are Human Rights?”, discussion

Week Two:
M 8/14  United Nations, WWII, Holocaust – Why do we need Human Rights?
T 8/15  Human Rights videos, discussion
W 8/16  Human Rights videos, discussion
R 8/17  Writing Workshop for writing assignment #1 (read Three I-ed Monster*)

Week Three:
M 8/21  *I Never Saw Another Butterfly*, writing assignment #1 due by 11:59pm via CourseDen dropbox
T 8/22  *I Never Saw Another Butterfly*
W 8/23  *I Never Saw Another Butterfly*
R 8/24  *I Never Saw Another Butterfly*, discuss writing assignment #2

Week Four:
M 8/28  Writing/Style Workshop for writing assignment #2
T 8/29  Writing/Style Workshop for writing assignment #2
W 8/30  Student directed day, discussion, writing assignment needs
R 8/31  Peer Review Day – please bring a full working draft to class, assignment due by 11:59pm via CourseDen dropbox

Week Five:
M 9/4  Labor Day – No Classes
T 9/5  Visual media, Analyzing a Documentary’s Strengths and Weaknesses*
W 9/6  *13th*
R 9/7  *13th*, discuss writing assignment #3

Week Six:
M 9/11  *13th*
T 9/12  *13th*
W 9/13  Writing/Style Workshop for writing assignment #3
R 9/14  Writing/Style Workshop for writing assignment #3

Week Seven:
M 9/18  Student directed discussion day, writing assignment needs
T 9/19  Peer Review Day – please bring a full working draft to class
W 9/20  Writing Day – Class will not meet, Writing assignment #3 due by 11:59pm via CourseDen dropbox
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<tr>
<td>R</td>
<td>9/21</td>
<td>Final projects introduction, revision opportunities</td>
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<td><strong>Week Eight:</strong></td>
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<td>M</td>
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<td>Work on final projects</td>
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