

**Course Submission Form**

**Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3credits/3contact hours. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.**

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<b>Current Status</b> Approved	<b>Course Selected:</b> Subject LIT (LIT - Literature) Catalog Nbr 243	

Course Revision & College	
<b>Form Submission</b> Revised Submission	<b>College</b> John Jay College
<p><b>Please describe revisions that have been made to this course</b> In response to the feedback given by the review committee, we are submitting a revised syllabus that includes an "Overview of Sample Syllabus Assignments" that are keyed to specific learning outcomes. We have also expanded the responses in the Learning Outcomes form to make it easier to track to the syllabus.</p>	

Course Data		
<b>Course ID</b> 147523	<b>Subject</b> LIT (LIT - Literature)	<b>Catalog Nbr</b> 243
<b>Catalog Status</b> Pending	<b>Contact Hours</b> 3	<b>No. of Credits</b> 3
<b>CourseTitle</b> Rights, Wrongs, and Literature in Action		
<p><b>Course Description</b> Can writing and reading literary texts really make a difference in the struggle for human rights? In this course we will consider possible answers to this question as we focus on literary texts that shine a light on human rights issues. We will also examine how writers encourage readers to take part in the struggle to achieve and protect human rights. In a study of different literary forms?which may include poems, plays, short stories, novels, and autobiographies?we will confront major justice-centered issues and questions. Some of our rights-related texts may be rooted in a particular (historical) time period and / or a distant (geographical) place; however, in many cases these issues still appear to cause trouble in the 21st century for individuals and societies. Specific focal points may include: the right to life, liberty, and the security of one's person; the right to free speech; legal documents and their role in protecting or endangering the rights of groups and individuals; the right to practice one's chosen religion; the rights of the child; cultural heritage / indigenous people's rights; environmental rights; and the right to marry and create a family. The choice of texts and issues will vary depending on the expertise of the instructor.</p>		
<b>Department</b> English		
<b>Pre-Requisites/Co-Requisites</b> Prerequisite: ENG 201		

<b>Course Syllabus [Attachment Filename(s)]</b>
LIT2XX(243)_RightsWrongs_Lit_NewGE-Ind_Soc_REVSyl_Apr3_19.doc

<b>Location(Required or Flexible) and Learning Outcomes</b>	
<b>REQUIRED</b>	<b>FLEXIBLE</b>

<p><b>English Composition</b></p> <p><b>Math &amp; Quantitative Reasoning</b></p> <p><b>Life and Physical Sciences</b></p>	<p><b>World Cultures &amp; Global Issues</b></p> <p><b>US Experience in its Diversity</b></p> <p><b>Creative Expression</b></p> <p><input checked="" type="checkbox"/> <b>Individual and Society</b></p> <p><b>Scientific World</b></p>
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<b>Learning Outcomes: Questions</b>	<b>Learning Outcomes: Responses</b>
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<p><b>* 1. Gather, interpret, and assess information from a variety of sources and points of view.</b></p>	<p>In the Opposing Viewpoints / Cultural Heritage Rights case study on Wounded Knee students will draw on course texts and find additional relevant sources in order to compare / contrast interpretations of causes and culpability.</p> <p>In the "struggle for human rights" / "tracking action" research project students will conduct research and compose a paper on a contemporary human rights issue. In the process they will: experiment with various search terms; learn to access and evaluate reports generated by human rights organizations (e.g. relevant country reports on human rights practices, Human Rights Watch World Reports, Amnesty International World Reports); use databases (e.g. Amnesty International Library, Columbia International Affairs Online; Europa World Online; Global Issues in Context).</p>
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<p><b>* 2. Evaluate evidence and arguments critically or analytically.</b></p>	<p>In the debate unit students will be both participants and judges; they will consider the arguments of peers and of literary scholars and measure them against their own reading of the primary literary text. See the sample syllabus unit on The Adventures of Huckleberry Finn.</p> <p>In the literary analysis essay students will develop a thesis-driven argument by drawing on both primary and secondary texts. See the sample syllabus unit on "The Yellow Wallpaper."</p> <p>In the Opposing Viewpoints / Cultural Heritage Rights case study students will compare / contrast interpretations of causes and culpability. See the sample syllabus for reading and analytical writing assignments on the Ghost Dance and Wounded Knee Massacre.</p>
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<p><b>* 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.</b></p>	<p>In the debate unit students will produce oral arguments in favor of or against longstanding readings of the primary text, and they will respond to opposing oral arguments. They will also produce a written argument in which they evaluate the multiple resolutions and take one firm position.</p> <p>In the Opposing Viewpoints unit students will use evidence from multiple perspectives, including: the government and its representatives; principal stakeholders; "objective" interpreters. See the sample syllabus for analytical writing assignments on the Ghost Dance and Wounded Knee Massacre.</p>
<p><b>4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</b></p>	<p>Engage in close readings of literary texts, paying particular attention to: plot, character development, point of view, and the representation of consciousness; examine how these elements create and critique a society in which protagonists interact with and experience conflict with others, especially those in power. See the sample syllabus units on The Yellow Wallpaper (including ancillary texts from the disciplines of anthropology, history, and cultural studies), and on the Ghost Dance and Wounded Knee Massacre.</p> <p>Recognize how laws may restrict and/ or violate the rights of individuals who are not members of the majority and /or who have not played a part in creating the "social contract." See the sample syllabus unit on assimilation and cultural heritage rights regarding The Ghost Dance and the Wounded Knee Massacre.</p> <p>Examine how international human rights agencies attempt to address local and global abuses of human rights. Demonstrate an understanding of the rhetoric and multiple genres of human rights discourse employed in philosophy, political science, and public affairs. Understand and question philosophical arguments re: human rights as/and moral rights. See the sample syllabus unit on Tracking Action.</p>
<p><b>5. Examine how an individual's place in society affects experiences, values, or choices.</b></p>	<p>Examine case studies involving discrimination against, for example, racial and ethnic minorities, women, children, workers, indigenous peoples, and stateless persons. See sample syllabus assignments re: perspectives on slavery and matters of law in The Adventures of Huckleberry Finn; analysis of Gilman's "The Yellow Wallpaper" in the context of gender norms, women's rights, and medical treatment of "hysterical" women in late 19th ? century.</p>

<p><b>6. Articulate and assess ethical views and their underlying premises.</b></p>	<p>Examine and evaluate various global and regional human rights instruments?including United Nations declarations and conventions? on the basis of their scope, principles, assumptions, and intended and actual outcomes. See sample syllabus Weeks 1 and 2 and Response Papers #1 and # 2.</p> <p>Evaluate in context: the right to disobey the rule of law, the right to engage in peaceful protest, the right to rebel, and the right to retaliate. See sample syllabus Weeks 12 and 13.</p> <p>Assess in context the need to and / or failure to observe due process. See sample syllabus Weeks 3-6 and 9-11 and Response Papers #4 and #5.</p>
<p><b>7. Articulate ethical uses of data and other information resources to respond to problems and questions.</b></p>	
<p><b>8. Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</b></p>	<p>Engage in a research project?the Tracking Action component?in which students focus on and analyze one contemporary organization devoted to rights-based activism, for example: Amnesty International; Human Rights Watch; the Interamerican Commission on Human Rights; GlobalRights.org; MADRE; The American Civil Liberties Union; The Southern Poverty Law Center; RESIST.</p>
<p><b>A. If there is a change to the course title, what is the new course title?</b></p>	
<p><b>B. If there is a change to the course description, what is the new course description?</b></p>	
<p><b>C. If there is a change to the pre-requisites and/or co-requisites, what are the new pre-requisites and/or co-requisites?</b></p>	

<p><b>Chair (Approver) Comments</b></p>
<p>Comments Approved.</p>

John Jay College of Criminal Justice, CUNY  
 Department of English, 524 West 59<sup>th</sup> St., NY, NY 10019  
 LIT 2 XX – **Rights, Wrongs, and Literature in Action** – Sample Syllabus

Professor Bettina Carbonell, Department of English, 7.63.09 NB  
[bcarbonell@jjay.cuny.edu](mailto:bcarbonell@jjay.cuny.edu) (212) 237-8702

**Course Description:**

Can writing and reading literary texts really make a difference in the struggle for human rights? In this course we will consider possible answers to this question as we focus on literary texts that shine a light on human rights issues. We will also examine how writers encourage readers to take part in the struggle to achieve and protect human rights. In a study of different literary forms—which may include poems, plays, short stories, novels, and autobiographies—we will confront major justice-centered issues and questions. Some of our rights-related texts may be rooted in a particular (historical) time period and / or a distant (geographical) place; however, in many cases these issues still appear to cause trouble in the 21<sup>st</sup>-century for individuals and societies. Specific focal points may include: the right to life, liberty, and the security of one’s person; the right to free speech; legal documents and their role in protecting or endangering the rights of groups and individuals; the right to practice one’s chosen religion; the rights of the child; cultural heritage / indigenous people’s rights; environmental rights; and the right to marry and create a family. The choice of texts and issues will vary depending on the expertise of the instructor. **Course Prerequisites: ENG 101 and ENG 201**

**Learning Objectives--Students will:**

- Gather, interpret, and assess information from a variety of sources and points of view;
- Evaluate evidence and arguments critically or analytically;
- Produce well-reasoned written or oral arguments using evidence to support conclusions;
- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society;
- Examine how an individual's place in society affects experiences, values, or choices;
- Articulate and assess ethical views and their underlying premises;
- Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making;

In the process of achieving these outcomes students will:

- Think deeply, comparatively, and ethically about an individual’s place within the group, the larger society, and “the state,” and how one’s subject positions affect their experiences, values, and choices, specifically at the level of human rights.
- Become familiar with ethical principles and will apply them to situations where taking the “right” action becomes necessary.
- Analyze established norms and unexamined assumptions that bear upon individual and collective rights.
- Come to understand how the fight for rights is carried out domestically, locally, nationally, and /or globally.

[Sophomore Signature-specific Learning Goal] The course includes three integrated components, all of which emphasize—to varying degrees—active reading, critical thinking, and the articulate expression of ideas and arguments:

- 1) The close reading component places an emphasis on analytical and argumentative skills.
- 2) The writing component requires students to engage in several genres of rights-focused writing.

- 3) The “struggle for human rights” / “tracking action” research component relates the coursework to contemporary human rights issues.

Course Requirements	Grade Ratio
• Analytical Essay #1—Cultural Contexts for <i>The Yellow Wallpaper</i> [3-4 pages]	15%
• Comparative Analysis—Cultural Heritage Rights [3-4 pages]: Ghost Dance + Wounded Knee	20%
• 1-page Response Papers [5] [averaged] + Class Participation	20%
• Struggle for Human Rights / Tracking Action Research Project [5 pages + Working Bibliography]	20%
• Debate> <i>Adventures of Huckleberry Finn</i> : Participation as 1) Debate Team Member and Judge + Analytical Essay #2 on debate resolutions [3-4 pages]	15%
• E-Portfolio—Identification of your Human Rights Interests	10%

### Required Texts

Purchase these hard copy / paperback editions (not *Ebooks*):

- Dorfman, Ariel. *Death and the Maiden*. NY: Penguin, 1991. ISBN # 9780140246843
- Gilman, Charlotte Perkins. *The Yellow Wallpaper*. Ed. Dale Bauer. Bedford Cultural Edition. 1998. ISBN # 9780312132927
- Twain, Mark. *The Adventures of Huckleberry Finn*. A Case Study in Critical Controversy. 2<sup>nd</sup> Edition. Ed. Graff and Phelan. Bedford, 2003. ISBN #9780312400293

Download [and preferably print] these texts from Blackboard—Course Materials:

- \* Black Elk. *Black Elk Speaks*. Chapters 21 -25.
- \* Chief Standing Bear. *Land of the Spotted Eagle*. Chapters 8 and 9.
- \* *Fourteenth Annual Report of the Bureau of Ethnology. 1892-1893*. Selections.
- \* Hunt, Lynn. From *Inventing Human Rights*. “‘They Have Set A Great Example’: Declaring Rights” (112-116); “The Limits of Empathy” (209-214)
- \* Ishay, Micheline. From *The Human Rights Reader*. “Human Rights for Whom?”
- \* Johnson, E. Pauline. “As It Was in the Beginning”
- \* *Native American Graves and Repatriation Act* (U.S. Public Law 101.601)
- \* Parker, Arthur C. “The Legal Status of the American Indian”; “The Civilizing Power of Language”
- \* Rose, Wendy. “Three Thousand Dollar Death Song”; “I Expected My Skin and My Blood to Ripen”
- \* Silko, Leslie Marmon. “The Return of the Buffalo”
- \* United States Institute of Peace. *Commission of Inquiry: Chile 03*
- \* United Nations Declaration on the Elimination of Violence against Women (1994)
- \* United Nations Declaration on the Rights of the Child (1959)
- \* United Nations Declaration on the Rights of Indigenous Peoples (2007)
- \* United Nations Universal Declaration of Human Rights (1948)

### Recommended Resources on Library Reserve:

- Ishay, Micheline. Ed. *The Human Rights Reader: Major Political Essays, Speeches, and Documents from Ancient Times to the Present*. 2<sup>nd</sup> Ed., 2007.
- Lewis, J.R. et al. *The Human Rights Encyclopedia*, 2001.
- Lutz-Bachmann, M. et al. *Human Rights, Human Dignity, and Cosmopolitan Ideals*, 2014.
- Redman, N. and Whalen, L. *Human Rights: A Reference Handbook*, 1998.

## Calendar and Assignments (Subject to Revision)

### Week 1:

- A. Introduction to major concepts and debates in the discussion of human rights
- B. - The rhetoric of human rights—Declarations and Conventions:
  - From “Whereas” to “Therefore” and from “Taking note of” to “Affirming”
  - The enforceability of human rights—soft law and customary law
  - Empathy and human rights: Lynn Hunt. From *Inventing Human Rights*. “They Have Set A Great Example’: Declaring Rights” (112-116); “The Limits of Empathy” (209-214)

**Response Paper #1 [1 page typed] is due at the start of class:** In your view, what are the three most important human rights issues in need of attention in the 21<sup>st</sup> Century?

### Week 2: United Nations Declarations and Conventions – Introduction to the UN Documents Database

- A. United Nations Universal Declaration of Human Rights (1948)
- B. United Nations Declaration on the Rights of the Child (1989) +  
Ishay, Micheline. From *The Human Rights Reader*. “Human Rights for Whom?”

**Response Paper #2 [1 page typed] is due at the start of class:** Which three Rights identified in the UN Universal Declaration of Human Rights do you feel are most endangered in the 21<sup>st</sup> Century? Quote the Articles and in a few sentences explain how / where you find these rights being violated.

Begin to develop your dossier of [revised] responses for posting to your E-Portfolio.

### Week 3: **Case Study #1:** Slavery, The Law, Individual Morality / Actions and Activism> Mark Twain’s *The Adventures of Huckleberry Finn* and Critical Controversy

- A. Author’s Notice and Chapters 1 – 3
- B. Chapters 4 - 6 + Discussion of UN Declaration on the Rights of the Child

**Response Paper #3 [1 page typed] is due at the start of class:** In what specific ways have Huck’s rights as a child been violated?

### Week 4: *The Adventures of Huckleberry Finn* continued

- A. Chapters 7 - 15
- B. Chapters 16 – 24 + The Controversy over Gender and Sexuality {Bedford 480ff}

**Response Paper #4 [1 page typed] is due at the start of class:** Topic TBD

This week we will form the debate teams and discuss the resolutions

#1: *The Adventures of Huckleberry Finn* is a racist text.

#2: *The Adventures of Huckleberry Finn* is a sexist and homophobic text.

#3: The ending of *The Adventures of Huckleberry Finn* represents a failure of nerve and conscience on the part of the author and the main character.

We will also discuss debate structure opening arguments; cross-examinations; rebuttals.

### Week 5: *The Adventures of Huckleberry Finn* continued

- A. Chapters 25-33 + The Controversy over Race [Bedford 335ff]
- B. Chapters 34 – 40 / “Chapter the Last” + The Controversy over the Ending [Bedford 279ff]

**Response Paper #5 [1 page typed] is due at the start of class:** Topic TBD

### Week 6: Debate re: *The Adventures of Huckleberry Finn*

- A. Resolution I—Debate; Evaluation of Arguments

B. Resolution 2—Debate; Resolution 3—Debate; Evaluation of Arguments

- Week 7: **Case Study #2:** Women’s Rights in Historical Context—  
Charlotte Perkins Gilman’s *The Yellow Wallpaper*  
A. *The Yellow Wallpaper* (1892 Edition)  
B. *The Yellow Wallpaper*—Bedford Cultural Contexts 1: Conduct Literature and Motherhood  
Manuals + UN Declaration on the Elimination of Violence Against Women (1994)

**The Critical /Analytical Essay on Debate Resolutions Re: *Adventures of Huckleberry Finn* is due today.**

- Week 8: *The Yellow Wallpaper* continued  
A. *The Yellow Wallpaper*—Selections from Bedford Cultural Contexts 2: Invalid Women  
B. *The Yellow Wallpaper*—Selections from Bedford Cultural Contexts 3: Sexuality, Race, and  
Social Control + Selections from Bedford Cultural Contexts 4: Movements for Social Change

- Week 9: **Case Study #3:** Cultural Heritage Rights –  
The Ghost Dance among the Sioux and the Wounded Knee Massacre  
A. United Nations Declaration on the Rights of Indigenous Peoples (2007)  
E. Pauline Johnson. “As It Was in the Beginning”  
B. From *Fourteenth Annual Report of the Bureau of Ethnology. 1892-1893:*  
George Sword. “The Ghost Dance among the Sioux”  
W.H. Prather. “The Indian Ghost Dance and War”  
“Appendix: The Story of Wounded Knee”  
Z.A. Parker. Description of Ghost Dance and the Ghost Dance Shirt  
Sketch of the Tribe and Songs of the Sioux  
Black Elk. *Black Elk Speaks*. Chapters 21 -25.  
Chief Standing Bear. *Land of the Spotted Eagle*. Chapters 8 and 9.

This week we will discuss the **Struggle for Human Rights / Tracking Action Research Project** and review the Library Databases on Human Rights Organizations, Country Reports, Books, and Articles. Then your individual research will begin.

- Week 10: Cultural Heritage Rights—The Ghost Dance and the Wounded Knee Massacre continued  
A. Arthur C. Parker. “The Legal Status of the American Indian”; “The Civilizing Power of  
Language”  
B. Wendy Rose. “Three Thousand Dollar Death Song”; “I Expected My Skin and My Blood to  
Ripen”  
Leslie Marmon Silko. “The Return of the Buffalo”

**The Analytical Essay on Charlotte Perkins Gilman’s “The Yellow Wallpaper” is due today.**

### LIT 2 XX – Rights, Wrongs, and Literature in Action – Sample Syllabus

- Week 11: Cultural Heritage Rights—The Ghost Dance and the Wounded Knee Massacre continued  
We will focus on comparing the various perspectives encountered in Weeks 9 and 10, this will include small group work in preparation for your individual written Case Studies.



- Week 12: **Case Study #4: Political Dictatorships, Atrocities, Truth and Reconciliation Commissions:**  
 A. United States Institute of Peace. *Commission of Inquiry: Chile 03* + Ariel Dorfman. *Death and the Maiden*. Act One  
 B. *Death and the Maiden*. Act Two

**The Comparative Analysis of Cultural Heritage Rights and The Ghost Dance / Wounded Knee is due today.**

- Week 13: *Death and the Maiden* continued  
 A. Act Three  
 B. Afterword

- Week 14: **The Struggle for Human Rights / Tracking Action Research Project is Due: Presentations of “Tracking Action” Project Abstracts and E-Portfolio} Rights Component**

**Overview of Sample Syllabus Assignments Keyed to Learning Outcomes [LOs]**

- **Case Studies in Critical Controversy**—Mark Twain’s *Adventures of Huckleberry Finn*
  1. In-Class Debate: Students will participate in a modified debate structure which requires them to: state their resolutions, make opening speeches, formulate rebuttals, and engage in cross-examination; they will be assigned by the Instructor to take a specific position on and evaluate several arguments that address: The Controversy over the Ending; The Controversy over Race; The Controversy over Gender and Sexuality. Students will also judge the success of opposing sides.  
**Learning Outcomes:** [#2] evaluate evidence and arguments; [#3] produce arguments; [4] identify and employ methods of literary criticism; [#5] examine how an individual’s place in society affects experiences, values, choices; [#6] articulate and assess ethical views and underlying premises
  2. Critical Analytical Essay: Following the classroom debate, students will draft an argumentative essay in which they take a position on one of the controversies covered in the debate. This time, however, they will choose a position—it will not be imposed on them by the Instructor.  
**Learning Outcomes:** [#3] produce arguments; [4] identify and employ methods of literary criticism
- **Women’s Rights in Historical Context: Analytical Essay [3-4 pages]** on Charlotte Perkins Gilman’s “The Yellow Wallpaper” (1892)} Students will be asked to analyze Gilman’s story in one of the following contexts: Conduct Literature and Motherhood Manuals; Invalid Women; Sexuality, Race, and Social Control; Movements for Social Change. Using textual evidence from the relevant primary and secondary texts in the Bedford Cultural Edition of *The Yellow Wallpaper*, students will select an epigraph from the secondary text and use it as an anchor for their own close reading of Gilman’s story. They will develop a thesis-driven argument from textual evidence (primary and secondary) regarding how Gilman addresses that specific context; the argument will focus on one of the following elements: plot development, point of view (the representation of the first-person narrator’s consciousness or the representation of her “caretakers”), or the use of symbols.  
**Learning Outcomes:** [#2] evaluate evidence and arguments; [#3] produce arguments; [4] identify and employ methods of literary criticism
- **Opposing Viewpoints in Context:** Cultural Heritage Rights –Native American Tribal Sovereignty  
Case Study on Accounting for Wounded Knee  
 In our exposure to the human rights issues leading up to, during, and away from Wounded Knee, students will encounter several different perspectives — those of Native Americans who actually witnessed and / or took part in the events, those of Native Americans who inherited the legacy, those of well-meaning and perhaps sympathetic whites, and those of less sympathetic and even hostile whites who believed in their own manifest destiny. Students will consider how many different accounts of Wounded Knee appear within our course texts. They will create a case study of Wounded Knee that incorporates several of these perspectives and draws upon

our course texts as the source of evidence. They will be asked to find additional texts from different time periods, past and present, as well as texts of different genres (history, autobiography, poetry and or short fiction). They will compare / contrast what each author / perspective has to say about who was to blame, and for what, and note the major points of agreement and / or disagreement. Finally, they will discuss which texts are most persuasive, most eloquent, and why, using summary and direct quotation to support their analysis and employing clear and consistent citation formats.

**Learning Outcomes:** [#1] gather, interpret, and assess information from a variety of sources and points of view [#2]; evaluate evidence and arguments; [#3] produce arguments; [4] identify and employ methods of anthropology, cultural studies, literary criticism; [#5] examine how an individual's place in society affects experiences, values, choices; [#6] articulate and assess ethical views and underlying premises

- **Struggle for Human Rights / Tracking Action Research Project** on Contemporary Rights Organizations: 5-page essay and Working Bibliography: Here the issues and concepts encountered in the literary texts will be related to (and in some cases updated to align with) contemporary rights-based issues in the real world. Students will be required to apply their knowledge-gathering and interpretive skills by selecting and researching the activities of a contemporary "action-based" rights movement. This may be a movement they discover on their own or an organization, group, or network identified by the Instructor. They will be asked to raise and answer questions such as: What are the group's specific goals? How does the group describe themselves? What forms of public outreach do they employ? What rhetorical strategies do they use to influence their audiences? How do their opponents describe and characterize their actions? This component is intended to: build skills that are directly in line with the social justice mission of John Jay College; develop and support a student body that is well prepared for human rights-related upper-level courses in various disciplines; prepare students for graduate study and for their intended or as-yet-unimagined careers.

**Learning Outcomes:** [#1] gather, interpret, and assess information from a variety of sources and points of view; [4] identify and employ methods of philosophy, political science; [#5] examine how an individual's place in society affects experiences, values, choices; [#6] articulate and assess ethical views and underlying premises; [#8] Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making

- E-Portfolio—Students will create a digital portrait of their individual Human Rights Interests including a summary of the work they have done this semester.

**Learning Outcomes:** [#8] Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making

### Course Policies and Protocols

#### **Participation, Attendance, Lateness:**

- After the first absence, each additional absence will reduce your participation grade by 4 points.
- After the first lateness, each additional lateness will reduce your participation grade by 1.5 points.
- It is impossible for me to make fair / impartial judgments about "excused" absences / lateness. Every absence / lateness after the first is subject to the penalties outlined above.
- If you are falling behind, have missed several classes, or have been habitually late, please come to my open office hours or contact me via email and arrange an appointment. Do not just disappear or give up!
- If you arrive late please be considerate: enter quietly and find a seat quickly.

**Americans with Disabilities Act [ADA] Policies:** Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS, which is located at L66 in the new building (212-237-8031). It is the student's

responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

**Plagiarism:** The College policies regarding plagiarism are outlined in the John Jay College *Bulletin* } <http://jjay.smartcatalogiq.com/en/2017-2018/Undergraduate-Bulletin/Academic-Standards-and-Policies/Academic-Standards/Academic-Integrity>. I will deal with plagiarism issues as harshly as these policies allow. In order to establish the originality of your work and proper documentation of sources, formal essays must be submitted to [www.turnitin.com](http://www.turnitin.com).

### **Technology in / and the Classroom:**

- Our preferred ways of reading now extend beyond the printed page. It *is* possible to read closely and carefully on a device as small as a smart phone, but do *you* actually take notes, highlight, and annotate the texts you read on a hand-held device, tablet, or laptop? Can you locate a specific page quickly during class discussion or when you are writing? If the answer proves to be “yes” you may use your phone, E-Reader, or tablet for assigned texts made available on Blackboard. However, the required books must be purchased *as printed books* - not *eBooks*.
- In general, in-class writing should be done on paper so that it may be shared with peers in class and turned in to me for feedback. The use of a phone, tablet, or laptop for writing in class is subject to prior approval and / or the specific nature of the writing occasion.
- We will continue to evaluate this policy in practice.