

Spring 2006  
CANADIAN STUDIES ONLINE PROGRAM  
<http://www.uky.edu/OtherOrgs/KCSA>

**GOVT 368 / IST 368  
HUMAN RIGHTS AND GLOBAL JUSTICE**

**PROFESSOR WILLIAM GREEN**  
316 Rader Hall  
Department of Geography, Government, and History  
Morehead State University  
Morehead, KY 40351

[w.green@morehead-st.edu](mailto:w.green@morehead-st.edu)  
<http://people.morehead-st.edu/fs/w.green>

At MSU: 9:15-10:15 and 11:30-12:00 MWF1 (EST) at 606-783-2128  
Off Campus at 859-233-7513

---

**HUMAN RIGHTS AND GLOBAL JUSTICE:  
UNITED STATES AND CANADIAN PERSPECTIVES**

Ours is an age of rights. You will begin your study of human rights, the idea of our time, by exploring the idea of human rights, the creation and growth of an international human rights system, its relationship to the U.S. and Canadian constitutions, its achievements, its opposition, and its unfinished agenda. Then you will turn your attention to the law of human rights in the national constitutions of the United States and Canada. You will examine how these countries have struggled with and resolved the claims to rights made by language groups, native peoples, and homosexuals as their decisions have been influenced by those of the European Court of Human Rights interpreting the European Convention on Human Rights and the United Nations Human Rights Committee interpreting the International Covenant on Civil and Political Rights. Thereafter, you will study one of the principal issues of American foreign policy: "how the United States has displayed exceptional leadership in promoting international human rights .... [but] has resisted complying with human rights standards at home or aligning its foreign policy with these standards abroad." (Falk, 2000, 1) Finally, you will explore a human rights dilemma which poses the most significant problem for the United States, Canada, and the community of nations in creating a global regime for the implementation of human rights: crimes against humanity. You will examine the legal remedies that have been used to respond to collective violence and genocide (amnesties, reparations, truth commissions, and war crimes tribunals) and consider why all are inadequate.

**REQUIRED READINGS**

Grand Council of the Crees, *Never Without Consent*, ECW Press 1998. ISBN: 0-55022-301-1.  
Martha Minow, *Between Vengeance and Forgiveness*, Beacon Press, 1999. ISBN: 0807045071.

The texts may be purchased onsite, by phone (606-783-2081), or online at the Morehead State University Bookstore at <http://www.bookstore.moreheadstate.edu/home.aspx>. If you order online, click on "Course Materials" at the top of the Bookstore page. At the "Select Departments" page, choose GOVT. At the "Select Courses" page, choose GOVT 368-201. You may also purchase these texts online at Amazon.com, Barnes and Noble.com, and other textbook sites.

All other readings will be located on the MSU Blackboard "Human Rights and Global Justice" course site in "Course Documents" pdf files. You will need Adobe Acrobat Reader to access these readings. If you do not have Adobe 4.0 or higher on your computer, you can download the most recent version free at <http://www.adobe.com>.

**ASSIGNMENT SCHEDULE**

Human Rights is composed of 6 assignments for undergraduates and 7 assignments for Georgetown graduate students. The modules are located on the MSU Blackboard Human Rights course site. The first 6 modules will require all students to critically analyze the readings and use them to write clear and concise 800 to 900 word essays. Module 7 will require Georgetown graduate students to write a Unit of Study.

**ASSIGNMENTS:**

**Module 1: The Idea of Human Rights - Due by 9:00 a.m., February 2**

Louis Henkin, "The Human Rights Idea." 1-5, in his *The Age of Rights*, 1990.  
David Forsythe, "Human Rights Fifty Years After the Universal Declaration," 507-11, in *PS*, 1998.  
Louis Henkin, "The Universal Declaration of Human Rights and the U.S. Constitution," 512-15, in *PS*, 1998.

Jeffrey Simpson, "Rights Talk," 52-59, in Bryden, Davis, and Russell, eds., *Protecting Rights and Freedoms*, 1994.  
Richard Falk, "Achievements, Prospects, Priorities," 53-56, in his *Human Rights Horizons*, 2000.  
Michael Ignatieff, "The Attack on Human Rights," *Foreign Affairs*, 80(6): 102-16, 2001  
Jack Donnelly, "Unfinished Business," 530-34, in *PS: Political Science and Politics*, 1998.

**Module 2: Linguistic Human Rights in the U.S. and Canada - Due by 9:00 a.m., February 16**

Carol L. Schmid, "Language and Identity Politics in Canada," 101-22, in her *The Politics of Language*, 2001.  
William Green, "Language Regimes, Minority Language Rights, and International Legal Issues: The Case of Quebec Anglophones," *Syracuse Journal of International Law and Commerce*, 26:267-90, 1999.  
Richard Iton, "The Backlash and the Quiet Revolution: The Contemporary Implications of Race and Language in the United States and Canada," 141-57, in Thomas, *Canada and the United States*, 2000.  
Eduardo Hernandez-Chavez, "Language Policy in the United States: A History of Cultural Genocide," 141-58, in Skutnabb-Kangas and Phillipson, eds., *Linguistic Human Rights*, 1995.

**Module 3: Native Peoples in Canada and the Right to Self Determination – Due by 9:00 a.m., March 2**

Richard Falk, "Ch.6: "Revisiting the Right of Self-Determination," 97-124, in his *Human Rights Horizons*, 2000.  
Grand Council of the Crees. 1998. *Never Without Consent*. all

**Module 4: Sexual Orientation as a Human Right in the U.S., Canada, and Europe  
Due by 9:00 a.m. EST on Thursday, March 16**

Jack Donnelly, "Non-Discrimination for All: The Case of Sexual Minorities," 225-41, in his *Universal Human Rights in Theory and Practice*, 2<sup>nd</sup> ed., 2003  
Steven Emanuel, "Sexuality Including Homosexuality," 183-91, in his *Constitutional Law*, 2003  
*Lawrence v. Texas* (2003).  
Christopher Manfredi, Ch. 5: "Equality Rights," 103-04, 127, and 130-35, in his *Judicial Power and the Charter*, 2001.  
Robert Wintemute, "Egan v. Canada," 254-60, in his *Sexual Orientation and Human Rights*, 1997.  
Mark Janis, Richard Kay, and Anthony Bradley, "Private Life," 272-86, in their *European Human Rights Law*, 2000.  
*Dudgeon v. United Kingdom* (1981) in Janis, Kay and Bradley, 272-78.  
Louis Henkin, et al., "Developments Since Dudgeon," 972-75, in Henkin, et al., *Human Rights*, 1999.  
Robert Wintemute, "Sexual Orientation: Protection Under the International Covenant on Civil and Political Rights," 143-49, in his *Sexual Orientation and Human Rights*, 1997.

**Module 5: United States and Human Rights at Home and Abroad - Due by 9:00 a.m.. April 6**

Michael Ignatieff, "Introduction: American Exceptionalism and Human Rights," 1-26, in his *American Exceptionalism and Human Rights*, 2005.  
"Bringing Human Rights Home: Why Universal Rights Protect America," *The American Prospect*, October 2003.  
A special report containing a collection of short essays by Dorothy Thomas, Anthony Lewis, John Shattuck, Deborah Pearlstein, Alison Parker, Elisa Massimino, Harol Koh, Ann-Marie Slaughter, Gay McDougall, Cass Sunstein, Ellen Chesler, Tara McKelvey, Gara LaMarache, and Mary Robinson.

**Module 6: Genocide and Mass Murder - Due by 9:00 a.m., April 20**

Richard Falk, " Ch.10: "The Challenge of Genocidal Politics in an Era of Globalization," 173-86, in his *Human Rights Horizons*, 2000.  
Martha Minow. 1998. *Between Vengeance and Forgiveness*.

**Module 7: Unit of Study on Human Rights (Georgetown Graduate Students Only) - Due by 9:00 a.m. May 4**

Georgetown College graduate students will also write a Unit of Study on a Human Rights topic taken from this course. In writing the Unit of Study, they will use either the Kentucky Department of Education's "Standards-Based Unit of Study," available at <http://www.kde.state.ky.us/KDE/Instructional+Ressources/ Curriculum+Documents+and+Resources>, or their school district's standards for writing a Unit of Study.

**COURSE COMMUNICATION**

- 1. Your Email Address.** We will use email to communicate with each other. You will use email to send me your assignments. I will use email to send you your grades. I expect that you will use only 1 email account: your college and university email account, because it is the most reliable. I also expect that you will not link your college or university email to your personal email and that you will not use your personal email.
- 2. Email Form and Content.** My emails to you will use a formal business letter format which I required you to use in your reply to my email welcoming you to the class. I expect that all your emails to me will
  - A) begin with a clearly stated email subject heading which provide 1) your name and 2) the name of the course,
  - B) contain a salutation, either Dr. Green: or Professor Green: ,
  - C) clearly state your message in the body of the email, using standard capitalization and punctuation and containing no "cute" language or email expressions, and
  - D) end with a complimentary close (e.g. Thank you,) and your first and last names.

## COURSE EVALUATION CRITERIA AND ASSESSMENT

**1. Course Grade Criteria:** The course grade for undergraduates will be based on 6 module assignments, each of equal value: 1/6<sup>th</sup> of your course grade. The course grade for Georgetown College graduate students will be based on the 6 module assignments and a Unit of Study, each of equal value: 1/7<sup>th</sup> of your course grade.

**2. Deadlines, Late Assignments, and Late Assignment Penalties:** You must submit all module assignments by 9:00 a.m. on the due dates listed in the syllabus and the module assignment section in order to receive full credit. Complete your assignments as soon after I post them as possible. Do not wait until the night before they are due and then encounter a problem with Internet access or your computer. If you do not submit your assignment by **9:00 a.m. EST** on the day it is due, you will receive a 1 letter grade penalty; and for each 24 hour period thereafter that it is late, you will receive a 1 letter grade penalty.

### 3. Module Grading Criteria

When you submit your module assignments, they must be final drafts, free of all errors. I will not permit you to rewrite your assignments, nor will I allow extra credit assignments. Your grade on each assignment will be based on the clarity, conciseness, and thoroughness of your answer to the essay question, your observance of all the assignment instructions, and your submission of the assignments by their deadlines.

I will grade down essays which answer their own questions, use personal political opinions and cute, chatty, or patriotic language, and merely describe and/or summarize the readings. I will also grade down essays which make formatting, composition, quotation, and citation mistakes. I will grade your assignments using a grading rubric which identifies the deficiencies which occur in writing essays. The rubric is available in a Blackboard Course Documents file.

### 4. Grades and Comments

After I grade your assignments, I will send you an email which will contain your grades. Your grades may be followed by numbers keyed to the grading rubric which will explain the deficiencies in your essays. I may also include general comments about all the essays. You will use the grading rubric and general comments to review your essays. You may email me if you have questions about your grades.

**5. Grading Scale:** I will use a plus-minus scale to grade your module assignments:

A+=4.3, A=4.0, A-=3.7, A-/B+= 3.5,  
B+=3.3, B=3.0, B-=2.7, B-/C+= 2.5,  
C+=2.3, C=2.0, C-=1.7, C-/D+=1.5,  
D+=1.3, D=1.0, D-=.7

Your course grade will be an average of your module assignment grades using this plus-minus scale.

### 6. Quotation and Citation of Sources, Plagiarism Rules, and Plagiarism

**A. Statement on Academic Honesty and Plagiarism.** When I read your essays, I expect that you will have abided by the quotation and in-text citation rules and the honor pledge in writing them. Nothing will displease me more than suspecting that you have failed to abide by the quotation and in-text-citation rules and violated the honor pledge.

When I suspect that you have plagiarized an essay, I will undertake the laborious and time consuming task (up to an hour or more of my time) to document, not your occasional lapse in complying with the quotation and citation rules, but your multiple failures to follow these rules. When I have documented your plagiarism, you will receive a failing grade on your essay. Your plagiarism of one essay will alert me to look for plagiarism in your other essays.

To avoid plagiarizing the materials you have been assigned to read, you must do 3 things. First, you will carefully read and follow the plagiarism policy below before you write your essays. Second, you will print off, read, and study the Indiana University plagiarism article below before you write your essay and you will refer to it when you write your essay. Third, you will be aware that when you type in the honor pledge at the end of your assignment that you are not merely cutting and pasting in a 25 word statement and substituting your name for mine; you are certifying (or attesting as true) that you have not violated the quotation and citation rules.

**B. Quotation and Citation of Sources.** You must provide an in-text citation to the source of the material you quote and the ideas directly attributable to a specific person. You may not "cut and paste" sentences by reorganizing them and/or deleting certain words without quoting and citing the source. You must cite the source at the end of each sentence in which you use the words or ideas of another person. Your failure to properly cite and/or quote the sources is a form of plagiarism identified below.

**C. Plagiarism Policy.** Plagiarism is the use of the words or the ideas of another person as though they were one's own. In accordance with Kentucky Canadian Studies Consortium college and university rules prohibiting plagiarism, you are required to individually author your assignment and to acknowledge the words and writings of other persons which you use.

The 4 following practices are prohibited and will result in a failing grade on the assignment in which they are discovered: 1) copying from another student's assignment and submitting it as exclusively your own work; 2) collaborating with another student in writing an assignment and submitting the assignment as exclusively your own work; 3) copying words and/or passages directly from books, articles, court cases, course readings, or Internet sites

without quoting and citing the source and, thereby, representing the words and/or passages as your own; and 4) using ideas directly and exclusively attributable to a specific book, article, court case, course reading, or internet site without citing the source and, thereby, representing the ideas as your own.

**D. Indiana University Plagiarism Article.** To avoid plagiarism, print off, read, and study the Indiana University Writing Tutorial Services' article, "Plagiarism: What It is and How to Recognize and Avoid It," at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> .

**E. Honor Pledge.** At the end of each of your module assignments, you will provide a statement certifying that you have not violated the plagiarism policy in writing the assignment. If you do not include this statement, your assignment will be incomplete and subject to late assignment penalties.

## 7. Course Assessment

I have built this course around an analysis of leading human rights issues in the U.S. and Canada. To assist me in assessing their value and in making alterations in their future use, you will complete a course information questionnaire.

## INTERNET LEARNING AND COMPUTER SKILLS AND REQUIREMENTS

**1. Computer and Internet Requirements.** You must have access to a personal computer with an Internet connection which meets MSU Distance Learning technical requirements which are available at <http://www.morehead-st.edu/dl/index.aspx?id=5349> . If your computer does not meet these requirements, you will have to upgrade.

**2. Computer and Internet Skills.** First, you must have basic computer skills and be proficient in using word processing software, because you will use a computer to compose your assignments in word processing files. Second, you must be able to send and receive emails, because you will email me your assignments and you will receive from me by email your module and course grades. Third, you must be able to use MSU's Blackboard, because you will access the course site for announcements, the syllabus, documents, readings, and assignments.

**3. Internet Learning Quiz.** If you have not taken an Internet course, take the quiz, "Self Evaluation for Potential Online Students," at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/selfEval.asp> and then read "What Makes a Successful Online Student?" at <http://www.ion.uillinois.edu/resources/tutorials/pedagogy/StudentProfile.asp> .

## MOREHEAD STATE UNIVERSITY DISTANCE LEARNING ADA DISABILITY STATEMENT

If you have a ADA learning disability, you must contact your campus disability counseling office at the beginning of the semester. Your campus office will then notify me about the accommodations which will need to be made for you in taking this course.