

# Global Perspectives on Human Rights in Action

## COURSE DETAILS

**Course Designator and Number: LNDN 3242**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

**Instructor: Daniel Wheatley**

## COURSE DESCRIPTION

The notion of human rights has become central to global politics today. It is therefore not a single subject but a broad field of potential investigation: This semester seminar provides a multi-disciplinary introduction to the topic, critically examining the politics of human rights, their contentious nature, and uneven global implementation.

Throughout, the focus will be on practical issues and the contested politics of human rights in action through a range of topical case studies. Students will evaluate key debates about the politics and morality of human rights and analyze and explore the theoretical foundations of human rights concepts and topical issues relating to human rights with focus on British national and community perspectives. The course critically examines the history and development of concepts of human rights and the philosophies underpinning them, before examining the practical value of human rights in community cohesion and Britain's national political life. Topics to be covered will include human rights and UK foreign policy; postcolonial and feminist critiques of human rights; the intersection of human rights with gender, sexuality, ethnicity, and class; the relationship between human and civil rights; human rights and the UK legal system; the balance between free speech and protection from hate speech in the British context; and the practical implementation and enforcement of human rights.

## Course Objectives

Students will be encouraged to examine critically the political character of human rights and their own views and assumptions about them, as well as consider the ways in which human rights values can impact on community and social cohesion and the influence of human rights in UK politics and society.

By the end of the course, students will be able to demonstrate a fundamental understanding of human rights systems and issues in community and British contexts.

## Course Outcomes

Students should demonstrate: responsibility and accountability, independence and interdependence, goal orientation, self- confidence, resilience, and appreciation of differences.

At the end of this course, students will have the knowledge, understanding, and skills to:

- Appreciate the major concepts, history, development, and structure of human rights
- Evaluate key debates about the political and moral character of human rights
- Use a human rights framework to analyze and assess topical issues within a British context of rights, social justice, and inequality
- Gain firsthand experience of the practical application of human rights ideas in a British context
- Articulate and explain the role of human rights in British society in oral and written forms
- Appreciate the role of London as a location for human rights activism and advocacy on local, national, and global scales

## Methodology

This class will meet for 3.2 hours several times per week over four weeks. The class will include discussion and active student participation in debate. The course will therefore be taught interactively with a variety of student exercises, debates, and presentations to enable students to gain competence and confidence in using core human rights terminology and utilizing and applying core principles within the field of human rights. A variety of guest speakers actively engaged in human rights activism and legislation will explore their implementation in local, national, and global contexts.

## Course Prerequisites

There are no formal prerequisites for this course, which is aimed at all students with an interest in human rights, and assumes no previous knowledge of the subject. Critical thinking and a willingness to participate actively will be necessary to complete the course successfully.

## Required Readings/Materials

- Goodhart, M., ed. (2013): *Human Rights: Politics and Practice*, 3rd edition, Oxford University Press, Oxford.

Additional required readings will be provided in Xerox or electronic form via Canvas as indicated in the weekly schedule below.

## Recommended Readings

- Alston, P. & R. Goodman (2012) *International Human Rights*, Oxford University Press, Oxford.
- Clapham, A. (2015): *Human Rights: A Very Short Introduction*, 2nd edition, Oxford University Press, Oxford.
- Colon, C., A. Gristwood & M. Woolf, eds. (2016): *Human Rights in Action: Power, Politics, and Practices*, CAPA Occasional Publications No. 5, CAPA, Boston, MA, available at: <https://info.capa.org/capas-human-rights-in-action>.
- Crawshaw, S., J. Jackson (2010): *Small Acts of Resistance: How Courage, Tenacity and a Bit of Ingenuity Can Change the World*, Union Square, London.
- Crawshaw, S. & A. Weiwei (2017): *Street Spirit: The Power of Protest and Mischief*, LOM Art, London.
- Donnelly, J. (2013): *Universal Rights in Theory and Practice*, 3rd edition, Cornell University Press, Ithaca, NY.
- Gearty, C. (2016): *On Fantasy Island: Britain, Europe, and Human Rights*, Oxford University Press, Oxford.
- Gearty C. (2006): *Can Human Rights Survive?*, Cambridge University Press, Cambridge.
- Ghandhi, S. (2012): *Blackstone's International Human Rights Documents*, Oxford University Press, Oxford
- Ghanea N., Stephens A., Walden R. (2007): *Does God Believe in Human Rights?*, Martinus Nijhoff Publishers.
- Ife, J. (2010): *Human Rights from Below: Achieving Rights through Community Development*, Cambridge University Press, Cambridge.
- Klug, F. (2015): *A Magna Carta for All Humanity: Homing in on Human Rights*, Routledge, London.
- Moyn, S. (2010): *The Last Utopia: Human Rights in History*, Harvard University Press, Cambridge, MA.
- Risse, M. (2012): *On Global Justice*, Princeton University Press, Princeton, NJ.
- Wells, H. G. ([1940] 2015): *The Rights of Man, or What are we Fighting for?* A. Smith, ed., Penguin, London.

## Useful Websites & Related Resources

- Bar Human Rights Committee: <http://www.barhumanrights.org.uk/>
- Foreign and Commonwealth Office, annual human rights report: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/630623/Human\\_Rights\\_and\\_Democracy\\_Report\\_2016\\_accessible.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/630623/Human_Rights_and_Democracy_Report_2016_accessible.pdf)
- Girls Not Brides: <https://www.girlsnotbrides.org/>

- UN Special Rapporteur on Violence Against Women: <http://www.ohchr.org/EN/Issues/Women/SRWomen/Pages/SRWomenIndex.aspx>
- UN Special Rapporteur on Freedom of Expression: <http://www.ohchr.org/EN/Issues/FreedomOpinion/Pages/OpinionIndex.aspx>
- UN Special Rapporteur on Freedom of Religion or Belief: <http://www.ohchr.org/EN/Issues/FreedomReligion/Pages/FreedomReligionIndex.aspx>
- UN Special Rapporteur on Contemporary Forms of Racism: <http://www.ohchr.org/EN/Issues/Racism/SRRacism/Pages/IndexSRRacism.aspx>
- UN Special Rapporteur on the Human Rights of Migrants: <http://www.ohchr.org/EN/Issues/Migration/SRMigrants/Pages/SRMigrantsIndex.aspx>
- UN Special Rapporteur on Torture: <http://www.ohchr.org/EN/Issues/Torture/SRTorture/Pages/SRTortureIndex.aspx>
- A full list of all current thematic and geographic UN Human Rights “special mechanisms”: <http://www.ohchr.org/EN/HRBodies/SP/Pages/Currentmandateholders.aspx>
- OHCHR (Office of the High Commissioner for Human Rights) (1976): International Covenant on Civil and Political Rights (ICCPR), United Nations Human Rights: [www.ohchr.org/en/professionalinterest/pages/ccpr.aspx](http://www.ohchr.org/en/professionalinterest/pages/ccpr.aspx)
- OHCHR (1990): Convention on the Rights of the Child, United Nations Human Rights: [www.ohchr.org/en/professionalinterest/pages/crc.aspx](http://www.ohchr.org/en/professionalinterest/pages/crc.aspx)
- OHCHR (2012): The Corporate Social Responsibility to Respect Human Rights – An Interpretive Guide, United Nations Human Rights: [www.ohchr.org/Documents/Issues/Business/RtRInterpretativeGuide.pdf](http://www.ohchr.org/Documents/Issues/Business/RtRInterpretativeGuide.pdf)
- United Nations General Assembly (1948): General assembly resolution 217 A: Universal declaration of human rights: <http://www.un.org/en/universal-declaration-human-rights/index.html>
- United Nations General Assembly (1966): International covenant on civil and political rights: <https://treaties.un.org/doc/Publication/UNTS/Volume20999/volume-999-I-14668-English.pdf>
- United Nations Human Rights Committee (1999): General comment no. 27: Freedom of movement: <http://hasbrouck.org/documents/UNHRC-general-comment-2.pdf>
- United for Human Rights: <http://www.humanrights.com/home.html>
- University of Minnesota Human Rights Library: <http://hrlibrary.umn.edu/>

# Grading

## Grading Rubric

<b>Letter grade</b>	<b>Score or percentage</b>	<b>Description</b>
A	93-100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90-92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87-89	
B	83-86	
B-	80-82	Achievement that meets the course requirements in every respect.
C+	77-79	
C	73-76	
C-	70-72	Achievement that is worthy of credit even though it fails to meet fully the course requirements.
D+	67-69	
D	60-66	
F	0-59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

<b>Assignments</b>	<b>Percentage of grade</b>
Participation/small group discussion	10%
Oral presentation	15%
Written site visit report	20%
Research paper	30%
Final exam	25%
<b>Overall grade</b>	<b>100%</b>

### Assessment Details

#### **Participation 10%**

This is a full seminar class. As such, active participation in classroom discussion and field studies is an expected component of the course and will enhance students' understanding of the material for their research and field study papers, presentation and exam. Lecture material and field studies encourage discussion based on students' observations as well as insights from course materials. Students are expected to have completed the readings prior to each class and to contribute to discussion in an informed manner through relevant comments, questions, and analysis. Silent attendance of class will not result in a strong participation grade. It is students' responsibility to ensure on the day that they are included on the register for classes and field studies. Grades will be based on the quality of participation in class discussions, such as taking an active role in asking questions, making comments, as well as evidence that required reading has been completed on time.

#### **Oral Presentation 15%**

Each student will offer an in-class presentation of 7-10 minutes. Students will produce a presentation (including questions) based on their research project into a specific human rights issue, allowing students to investigate key themes in greater detail and share their findings with their peers. These presentations will also give students the opportunity to receive formative feedback from peers and their instructor before submitting the final research paper. Students may work individually, focussed on one article taken from the Universal Declaration of Human Rights that connects to material and issues they have learned about over the course, or on a topic of their own interest. This could include such examples as Articles 6, 7, and 8 and the right to fair trial, Article 14 and the right to asylum, Article 18 and issues of freedom of expression, Article 19 and attacks on religious or secular beliefs, or Article 23 and right to non-discrimination and equal pay at work etc.

Students should show in their presentation how one or several articles from the UDHR find expression in law, advocacy and public discourse around key human rights today.

### **Written Field Study Report @ 1000 words 20%**

Students will submit one 1000 word report based on their experience and learning from the site visit during the first half of the course. These reports will enable them to relate the findings from a site visit to the broader context of key themes in human rights and consider the ways in which the field of human rights is represented in different ways in the social dynamics, institutions and grassroots and activist organizations of the global city. Further guidance and additional notes will be provided by the instructor.

### **Research Paper: Draft paper 1000 words @10%, Final Paper 2000 words @20%, 30% total**

Students will submit one 2000 word paper that will draw on the topic selected for their in-class presentation and which will situate a specific human rights issue, project or organization within both the 'local' context of London and the 'global' context of relevant concepts and debates in human rights. A shortlist of suitable topics and case studies will be provided by the instructor. Students must not select a topic or organization which they have already covered for their field study report.

A draft paper of 1000 words must be submitted by 19 th November. This will be an evaluated assignment and is worth 10 of the 30% of overall course mark. The draft paper should show a clear thesis or topic for the final paper, evidence of planning for the body text of the work, and ideas for your research and sources that will support your development of the paper.

Papers should be analytical rather than descriptive and based on a clearly-stated thesis and supported by specific details from the field studies, class handouts and readings where appropriate. Written analysis must be supported by a minimum of eight secondary sources, which should be cited in the text and in a final bibliography.

Students must demonstrate their ability to search the literature and broader resources to produce a critical, cohesive and balanced argument drawing on this research and relevant concepts and debates in the field of human rights. Relevant resources will be found in the CAPA Resource Centre, as well as through students' institutional online access to scholarly journals and the SUNY Online Library: <http://libraryguides.oswego.edu/capa>

For guidance on research, see: <http://libraryguides.oswego.edu/c.php?g=500670>

For guidance on citations, see: <http://libraryguides.oswego.edu/capa-citingsources>

### **Final Examination: In-Class Debate 25%**

In the final class of the semester each student will participate in a class debate on the motion: "Britain Has Been A Greater Force In Human Rights Abuses Than In Human Rights Empowerment Across Its' History." This assignment will serve as the final examination for this course. Students will be required to turn in a hard copy of their debate speech and/or slides in addition to participation on the day. Students will be divided into two groups – those in support of the motion and those against the motion. Within each group students will work both in groups and at an individual level to develop different roles and their own contributions. On each side students may support their position in the debate either by delivering an opening argument in support of their side or by supporting their team with up to 5 power-point slides containing factual information and data that

reinforce and strengthen the position of their team. Students should submit these slides to the instructor as part of the evaluation process for this assignment.

Debates are typically conceived as a “zero sum” contest – one side wins, the other loses. This partisan model is increasingly seen as limited in its value as it assumes one view is entirely correct, and the other is entirely false.

This debate is predicated on the concept of the pursuit of higher levels of truth and understanding. Neither side will be found to be “right” or “wrong”. Each member of the class should seek to make the best contribution and to the utmost of their capacities to advance or support their allocated side of the debate.

Each side debate will divide into two teams – proposers and seconders.

Each member of the proposer team will speak for 5-7 minutes – with each side of the debate getting a collective total of 20 - 30 minutes to build their case. Teams that coordinate their comments and avoid repetition will prove more effective.

Those who are seconding and researching will be given a 15-20 minute recess to reflect and respond to the proposers arguments. The seconders will each speak for 5-7 minutes in which they will refute or challenge the arguments offered by the proposing team on the other side of the debate; and draw on statistics, to support the arguments of their team’s proposers. Seconders should also coordinate their replies and aim to conclude in 15 – 20 minutes overall.

There will be open time offered at the end of this for any member of either debate to offer a summation of their argument.

### **Field Components**

CAPA provides the unique opportunity to learn about the city through direct, guided experience. You will actively explore the global city in which you are currently living. Furthermore, you will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course.

Field components listed in the syllabus are provisional since the program will take advantage of students’ interests and opportunities to engage with course themes as they appear. London is an important centre of research and policy-making in the field of global human rights and offers many relevant institutions, organizations, and activist groups.

*Relevant “My Global City” events and activities, or other optional activities (such as LSE Public lectures, etc.), will vary from semester to semester.*

### **Dress Code**

To be advised. Smart casual will be required for site visits.



# COURSE CONTENT

## Unit 1: What Are Human Rights?

Each student will be given the text of one article from the UDHR. Over the week ahead they should conduct simple research into this article, determine what right or rights it covers and prepare some thoughts on it and examples of how this article features in human rights discourse and activity in the real world. They will present their findings on 29th January.

### Jan 14: Introduction to the Course

Introduction to the course, field studies and assignments; key concepts in human rights discourse

- Categories of rights and topical issues of concern
- Activity: Human Rights Squares: <http://hrlibrary.umn.edu/edumat/hrsquares/original.pdf>
- Screening and discussion: Berti, B. (n.d.): "What are the Universal Human Rights?" TED Talk, available at: <https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti>

#### Follow-up Readings:

- Goodhart, M. (2013): "Introduction: Human Rights – Politics and Practice" in Human Rights, pps. 1-8
- United Nations General Assembly (1948): General assembly resolution 217 A: Universal declaration of human rights, available at <http://www.un.org/en/universal-declaration-human-rights/index.html>

### Jan 21: The Abolition of Slavery: The World's First Human Rights Campaign, or an Injustice Still Unresolved?

Field Study visit to Museum of London at the Docklands

#### Readings/To View:

- Smith, R. K. M. (2013): "Human Rights in International Law", pps 60-76, Chapter 4 in Goodhart
- Olusoga David, (2015) "Britain's Forgotten Slave Owners", Documentary Vine: <https://documentaryvine.com/video/britains-forgotten-slave-owners/>

**Assignment: Oral presentation set: due for delivery on 11 th February**

### Jan 28: The Historical Development of Human Rights

- The historical development of human rights and rights language; precursors of human rights - the Code of Hammurabi, the Cyrus cylinder Magna Carta, the Bill of Rights. The Universal Declaration of Human Rights and the European Court of Human Rights.
- This class will examine English and British contributions to human rights, including Magna Carta and the "Glorious Revolution", the campaign to abolish slavery in the British Empire, the Chartist Movement and Suffragettes. We will also discuss the shortcomings of earlier rights movements, and challenges to the Anglo-Saxon rights tradition, such as the denial of rights to enslaved people, women and the poor.

#### Readings:

- Langlois, A. J. (2013): "Normative and Theoretical Foundations of Human Rights," in M. Goodhart, ed., Human Rights, Chapter 1, pps. 12-25

- Minogue, K. (1979): "The history of the idea of human rights," in W. Laqueur & B. Rubin, eds., *The Human Rights Reader*, pps. 3-17, Temple University Press, Philadelphia, PA

## Unit 2: Are Human Rights Universal?

Each student will be given the name and image of a British person, alive or dead, from several periods of history, whose life and work have some bearing on human rights. Over the week ahead they should research into this person and their contribution to the evolution of rights in British history. They will present their findings in class on 19th February.

### Feb 4: Human Rights in International Relations: Britain's Role

- How did the human rights system emerge in international relations? What was the role of Britain and what arguments can be advanced to view Britain as a source of human rights or as a violator of human rights?

#### Readings:

- Dunne, T. & M. Hanson (2013): "Human Rights in International Relations", chapter 3 in Goodhart, pps. 44-59
- O'Connell, G. (2016): "Geopolitics and Human Rights: Ireland's gay Marriage Vote and the Mediterranean refugee Crisis", in Colon, Gristwood & Woolf, eds, *Human Rights in Action: Power, Politics, and Practices*, pps. 86-95
- Strau, S. (2013): "Genocide and Human Rights", Chapter 20 in Goodhart, pps. 351-369

### Feb 11: Islamic Perspectives on Human Rights

- A guest speaker from a leading Shi'a Muslim organisation will offer a presentation on Islamic ideas and historic development on human rights and some right issues in the Islamic world today.

#### Readings:

- Human Rights and Religion; Fazaeli, R, chapter 10, pp 163 in Goodhart

### Feb 18: Migration, Asylum and British Rights

- Human rights organizations and activist groups in London; working in the field of human rights. The future of human rights in the UK: Brexit, the European Convention on Human Rights (ECHR), and the Human Rights Act. How will Brexit impact migrant rights and asylum-seeking?
- Students will engage in role play exercises playing the parts of representatives of various governments at the United Nations. One group will take the role of the United Kingdom as a UN member-state facing criticism of its human rights record, a second group will take the role of states and NGOs who will critique the selected state's adherence to the human rights laid out in the Universal Declaration of Human Rights and as overseen through the mechanism of the Universal Periodic Review, the third group will take the role of friendly states and organizations that will highlight the positive aspects of the UK's human rights record.

#### Readings:

- Bertone A, chapter 16 in Goodhart pp 273-291
- Loescher G, chapter 18 in Goodhart pp 311-333

- Minority and Indigenous Trends 2018:  
<https://minorityrights.org/publications/minority-and-indigenous-trends-2018-2/>
- Equality and Human Rights Commission (2010): "How Fair is Britain?" overview, Youtube clip:  
<https://www.equalityhumanrights.com/en/how-fair-britain/video-overview>
- Gearty, C. (2016): "Introduction: Why the Human Rights Act Matters," in his *On Fantasy Island: Britain, Europe, and Human Rights*, pps 3-14, Oxford University Press, Oxford
- Jesionka, N. (n.d.): "The first step to working in human rights", The Muse.com, online, available at: <https://www.themuse.com/advice/the-first-step-to-working-in-human-rights>

**Assignment:**

- Written field study report due

## Unit 3: Human Rights in British Politics

Each student will be given the name and brief details of an episode in British history that has featured a theatre of contest for the advance of rights or that has witnessed the abuse of rights. Over the week ahead they should research into this event and its significance.

### March 3: Human Rights— Relative or Universal?

- Human rights and cultural differences; questioning the legitimacy of human rights claims; universalist versus relativist views of human rights.

**Readings:**

- Donnelly, J. (2007): "The relative universality of human rights," *Human Rights Quarterly*, 29(2), 281-306. Retrieved from  
<https://search-proquest-com.ezproxy.oswego.edu/docview/204636302?accountid=13025>
- Goodhart, M. (2008): "Neither relative nor universal: A response to Donnelly," *Human Rights Quarterly*, 30(1), 183-193. Retrieved from  
<https://search-proquest-com.ezproxy.oswego.edu/docview/204637059?accountid=13025>

**Assignment:**

- Research paper set: draft paper due 31st March, final paper due 14th April

### March 10: Freedom of Religion or Belief – A Neglected Right?

- Field Study visit to UK Parliament to meet All Party Group on International Religious Freedom

**Readings:**

- Smith, R. K. M. (2013): "Human Rights in International Law", pps 60-76, Chapter 4 in Goodhart
- "An Orphaned Right: Article 18" -  
<https://appgfreedomofreligionorbelief.org/media/Article-18-An-Orphaned-Right.pdf>

### March 17: Gender Equality and Women's Rights as Human Rights

- A guest speaker will address the issue of women's rights, and ongoing efforts to end violence against women and sexual violence against women.

**Readings:**

- C Keating and C Burack, "Sexual Orientation Gender Identity and Human Rights", Chapter 11 in Goodhart, pps. 198-215
- B Ackersley "Feminist and Activist Approaches to Human Rights", Chapter 2 in Goodhart, pps 28-44

## Unit 4: Human Rights in Action: Case Studies in British Society

### March 24: Human Rights in the UK: Terror, Security and Surveillance

- The balance between the rights of individuals, the rights of communities and the security needs of a society remains a critical question in many countries in an age of renewed threats from terrorism and extremism in various forms. This session will explore the UK response to terrorism and the legal and moral questions raised in the human rights discourse that this leads to. This session will pay particular attention to prevention of terrorism and controversy over the UK “Prevent” program; detention without trial and the oral quandary of the “ticking bomb” hypothesis; surveillance and the role of technology in security policy.

#### Readings:

- Schultz, W.F (2013): “Torture”, chapter 15 in Goodhart, pps. 255-272
- Liberty – Detention Without Charge - <https://www.libertyhumanrights.org.uk/human-rights/countering-terrorism/detention-without-charge>
- Benotman N, (2018) – “What’s Wrong With Current Counter-Terrorism Efforts”, Briefing Note, Quilliam Foundation, 2018
- Gearty C, (2006): “Can Human Rights Survive?” Hamlyn Lecture

### March 31: Whose Rights Exactly? Questions of Gender, Sexuality, and Patriarchy

#### Readings:

- Ackerly, B. (2013): “Feminist and Activist Approaches to Human Rights”, Chapter 2 in Goodhart, pps. 28-43
- Chandler, D. (2013): “Contemporary Critiques of Human Rights”, Chapter 7 in Goodhart, pps. 110-126
- Patel, P. (2012): Freedom ‘to’ and Freedom ‘from’: Rebalancing the Tension in Favour of Gender Equality”, Open Democracy, 15 February 2012 - <https://www.opendemocracy.net/5050/pragna-patel/freedom-to%E2%80%99-and-freedom-from%E2%80%99-rebalancing-tension-in-favour-of-gender-equality> (Links to an external site.)

### April 7: Monitoring and Enforcement: Naming and Shaming or Peer Review and Capacity Building

#### Readings:

- Freedman R, Houghton R, “Two Steps Forward, One Step Back: Politicisation of the Human Rights Council.”, Human Rights Law Review, Oxford, 2017
- <https://research.reading.ac.uk/ungop/wp-content/uploads/sites/13/publications/HRLR-2017.pdf>

### April 14: End of Semester Debate

- The final class will be dedicated to the end of semester debate, the final examination for the course.

- After the debate, students will informally share their experiences from over the semester and niches areas of human rights knowledge that they have acquired, offering reflections on student experiences; the future of human rights, and human rights as a career.

**Assignment:**

- Final Paper due

## POLICIES

### Attendance Policy

CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unless otherwise expressed by your instructor, the first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at that time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

### Excused Absences

Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact [excused.absence@capa.org](mailto:excused.absence@capa.org) ahead of time and provide evidence (e.g. a doctor's note) of the reason for his/her absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class.

In addition to contacting [excused.absence@capa.org](mailto:excused.absence@capa.org), it is the responsibility of the student to contact their instructor and make up any missed assignments.

### Class Participation

Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class and arrive on time.

Participation is a vital part of your grade: Students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives, or attitudes of others in the class will not be tolerated.

***Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the director of academic affairs privately to discuss their specific needs.***

## **Academic Integrity**

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism, self-plagiarism, and cheating can result in dismissal from the program.

Self-plagiarism—copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work—is unacceptable and considered cheating by duplication. Students risk receiving a “0” for any assignments in which they have duplicated their own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA’s Academic Standards and Policies for more information and resources on plagiarism.

## **Sexual Misconduct, Required Reporting, & Title IX**

CAPA The Global Education Network is committed to encouraging a safe and healthy environment at our seven CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination.

CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA’s status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

## **Use of Electronic Equipment in Class**

All devices such as laptops, iPods, iPads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Associate Director of Academic Affairs at the beginning of the term.

In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

## **Late Submission**

Late submission of papers, projects, journal entries, pieces of homework, and portfolios is only permitted with prior approval. A request must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

## **Behavior During Exams**

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.

## **University of Minnesota Policies & Procedures**

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### **Scholastic Dishonesty**

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### **Student Conduct**

The University of Minnesota has specific policies concerning student conduct. This information can be found on the Learning Abroad Center website.