



# NORTHERN ARIZONA UNIVERSITY

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in approved university format.***

**1. Course subject and  
number:**

**FS 241**

**2. Units: 3**

**See upper and lower division undergraduate course definitions.**

**3. College: University College**

**4. Academic Unit: First Year Seminar  
Program**

**5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)**

**Successful students in this Seminar will be able to**

- describe, explain, and discuss the relationship among culture, community and the environment.
- analyze and assess competing empirical and theoretical strategies employed to study human behavior and social, political, and cultural systems.
- analyze the interconnectedness between and among political, cultural, personal and economic decisions and the natural world.
- describe, explain, and discuss how historical, political, religious and economic forces have shaped the current world system and the source of global power inequalities and efforts to address them.

**6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. (*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*).**

**In May 2006 the Faculty Senate approved the creation of an optional 3-credit hour course that applies disciplinary or interdisciplinary perspectives to examine current and/or ongoing issues associated with global problems that require global learning, social responsibility, and/or the self-examined life. The First Year Seminar Program supports the Liberal Studies Program mission to prepare student to live responsible, productive, and creative lives as local, national, and global citizens of a changing world.**

**Sections of this course with an Action research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor by fulfilling the following Civic Engagement Minor program outcomes:**

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

7. Effective **BEGINNING** of what term and year? Fall 2014  
See effective dates calendar.

8. Long course title: Topics in Civic & Global Engagement  
*(max 100 characters including spaces)*

9. Short course title: Topics Civic-Global Engagement  
*(max. 30 characters including spaces)*

10. Catalog course description *(max. 60 words, excluding requisites)*:

**This Second Year will explore issues focused on the interconnectedness and interdependence of the human experience on a local and global scale. Topics vary. 3 units.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?  
 Yes  No   
 If yes, include the appropriate plan proposal.

**Please see the Civic Engagement Minor new plan proposal with this submission.**

12. Does this course duplicate content of existing courses? Yes  No

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)? Yes  No   
If yes, include a letter of response from each impacted academic unit.

14. Grading option: Letter grade  Pass/Fail  Both

15. Co-convened with: None 14a. UGC approval date\*: \_\_\_\_\_  
(For example: ESE 450 and ESE 550) See co-convening policy.

\*Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: None  
(For example: ES 450 and DIS 450) See cross listing policy.  
Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units? Yes  No

16a. If yes, maximum units allowed? 6 units with different topics

16b. If yes, may course be repeated for additional units in the same term? Yes  No

18. Prerequisites: Not open to students with more than 75 units.  
If prerequisites, include the rationale for the prerequisites.

**Course intended for first and second year students for Liberal Studies credit and, with an Action research team (ART) component, credit toward the fulfillment of the Civic Engagement Minor. The prerequisite of 75 units allows for the 60 units of sophomore credit plus 15 units of Advanced Placement units with which many NAU students enter.**

19. Co requisites: None  
If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components? Yes  No   
If yes, include the units specific to each component in the course description above.

Dr. Cyndi Banks (Criminology & Criminal Justice and University College), Dr. Rom Coles (Community, Culture and Environment), Dr. Kimberley Curtis (Master of Arts in Sustainable Communities and First Year Seminar Program and First Year Seminar Program), Jacob Dolence (First Year Seminar Program), Lauren Berutich (First Year Seminar Program), and Gerald Wood (College of Education)

21. Names of the current faculty qualified to teach this course:

\_\_\_\_\_

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation? Yes  No   
 If yes, include a Liberal Studies proposal and syllabus with this proposal.

23. Is this course being proposed for Diversity designation? Yes  No   
 If yes, include a Diversity proposal and syllabus with this proposal.

**FLAGSTAFF MOUNTAIN CAMPUS**

Reviewed by Curriculum Process Associate

Date

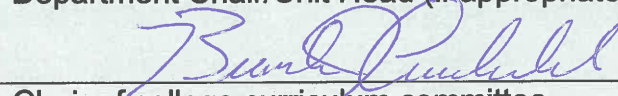
**Approvals:**



10/03/2013

Department Chair/Unit Head (if appropriate)

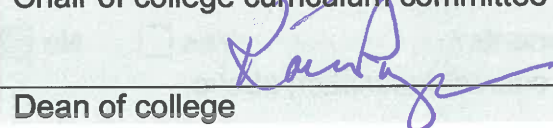
Date



10/3/13

Chair of college curriculum committee

Date



10/4/13

Dean of college

Date

**For Committee use only:**

UCC/UGC Approval

Date

Approved as submitted:

Yes  No

Approved as modified:

Yes  No

**EXTENDED CAMPUSES**

Reviewed by Curriculum Process Associate

Date

**Approvals:**

Academic Unit Head

Date

Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)

Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)

Date

Chief Academic Officer; Extended Campuses (or Designee)

Date

Approved as submitted:

Yes  No

Approved as modified:

Yes  No





Northern Arizona University  
University College  
FS 241 Topics in Civic & Global Engagement

**Second Year Seminar Topic Course Master Syllabus**

*This FS 241 Second Year Seminar Topic Course Master Syllabus is based on the current Liberal Studies Program Master Course Syllabus Template and the NAU syllabus template.*

*The format of this FS 241 Second Year Seminar Topic Course Master Syllabus is required for all FS 241 courses.*

General Information

- Name of college and department
  - **University College, First Year Seminar Program**
- Course prefix, number, and title
  - **FS 241 Topics in Civic & Global Engagement: [Your topic's secondary title]**
- Semester in which course will be offered
- Clock hours, credit hours
  - **3 credit hours**
- Instructor's name
- Office address
- Office hours

Course Prerequisites

**Not open to students with more than 75 units.**

Course Description

*Include this Course Description for all FS 241 topic courses:*

**This Second Year will explore issues focused on the interconnectedness and interdependence of the human experience on a local and global scale. Topics vary. 3 units.**

*Include your Course Topic Description:*

*Additional statement to include:*

**This is a Liberal Studies course in the Social & Political Worlds distribution block and will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].**

*Include the following statement if this course section includes an Action Research Team (ART) component:*

**This course can also be used to fulfill the requirements of the Civic Engagement Minor.**

Student Learning Expectations/Outcomes for this Course

*Include the Student Learning Outcomes for all FS 241 sections:*

**Successful students in this Seminar will be able to**

- **describe, explain, and discuss the relationship among culture, community and the environment.**
- **analyze and assess competing empirical and theoretical strategies employed to study human behavior and social, political, and cultural systems.**
- **analyze the interconnectedness between and among political, cultural, personal and economic decisions and the natural world.**
- **describe, explain, and discuss how historical, political, religious and economic forces have shaped the current world system and the source of global power inequalities and efforts to address them.**

### **Liberal Studies Information**

*As a Liberal Studies course, address how your Seminar functions in the Liberal Studies program at each of three levels:*

#### **1. Mission of Liberal Studies:**

***Explain how your FS 241 Student Learning Outcomes contributes to the fulfillment of the Mission of the Liberal Studies Program:***

*The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their*



*potential contributions to society, and thus to better determine their own places in that world. Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation.*

## **2. Distribution Block:**

***Explain how your FS 241 Student Learning Outcomes contributes to the fulfillment of the Liberal Studies Social & Political Worlds distribution block Student Learning Outcomes:***

### ***Liberal Studies Social & Political Worlds distribution block***

*These are courses that engage students in the study of the patterns that characterize the history of human communities, the relationships between the psychological, social, cultural and political components of human communities, and the dynamics of human behavior in varied contexts.*

*These courses enhance student understanding of:*

- *how different empirical and theoretical strategies are employed to study human behavior and social, political, and cultural systems*
- *the dynamic relationships between human communities and their ecological context*
- *the systemic components and dynamics of contemporary human societies, relationships between human societies and the global community*
- *the major dimensions of variation in contemporary human experience.*

[<http://nau.edu/Liberal-Studies/Submit-a-Course/>]

## **3. Essential Skills:**

***At the request of the Liberal Studies Committee on March 27, 2009, the First Year Seminar Program began a pilot in which all FS courses demonstrate Critical Thinking through one of the following skills: Effective Writing, Effective Oral Communication, Scientific Inquiry, or Quantitative Reasoning.***

**This course will demonstrate Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication].**

***Explain how your FS 241 course demonstrates Critical Thinking through the essential skill of [identify one skill: Effective Writing or Oral Communication]:***

***For the Liberal Studies Program, Critical Thinking is currently defined as:***

*Critical thinking includes the skills - particularly as applied to one's own work - of 1) articulating the meaning of a statement, 2) judging the truth of a statement, keeping in*

*mind possible biases, 3) determining whether a conclusion is warranted by the evidence provided.*

[<http://nau.edu/liberal-studies/>]

***For the Liberal Studies Program, Effective Writing is currently defined as:***

*Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience.*

[<http://nau.edu/liberal-studies/>]

***For the Liberal Studies Program, Oral Communication is currently defined as:***

*Effective oral communication influences, informs, and/or connects with others by using organizational structures, supporting materials and delivery skills suitable to the topic, occasion and audience.*

[<http://nau.edu/liberal-studies/>]

**Civic Engagement Minor—optional Action Research Team (ART) association**

***Sections of this course with an Action Research Team (ART) component can also fulfill a requirement for the Civic Engagement Minor. Explain how your course fulfills the following Civic Engagement Minor program outcomes for this course:***

- *Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)*
- *Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)*
- *Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)*
- *Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)*
- *Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)*

Course structure/approachTextbook and required materialsRecommended optional materials/references (attach reading list)Course Outline of Student Learning ExperiencesAssessment of Student Learning Outcomes

Methods of Assessment:

1. ***Outline methods of assessment used in your Seminar.***
2. ***Explain how these assessments provide evidence that you are fulfilling this course's Student Learning Outcomes.***

Timeline for Assessment

Grading SystemCourse policies

- Retests/makeup tests
- Attendance
- Statement on plagiarism and cheating

Northern Arizona University Policy Statements**SAFE ENVIRONMENT POLICY**

*NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.*

*You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://home.nau.edu/diversity/>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).*

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail) or 928-523-8747 (fax). Students needing academic

accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

### **INSTITUTIONAL REVIEW BOARD**

*Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.*

*The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.*

*A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www.research.nau.edu/compliance/irb/index.aspx>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.*

### **ACADEMIC INTEGRITY**

*The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.*

*Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.*

### **ACADEMIC CONTACT HOUR POLICY**

*The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit."*

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

### **SENSITIVE COURSE MATERIALS**

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

*"University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty."*





*University College  
First Year Seminar*

**FS 241 Topic Course Syllabus EXAMPLE  
With Action Research Team (ART) component**

**FS 241 Topics in Civic & Global Engagement: *Investigating Human Rights***

**3 units**

**Professor:** Dr. Cyndi Banks  
**Office:** Room 209 Bury Hall  
**Telephone:** (928) 523 6522  
**Email:** [cyndi.banks@nau.edu](mailto:cyndi.banks@nau.edu)

**Office Hours:**

**Class Time:**

**Classroom:**

**You must [log into the BbLearn shell at least 3 times a week for discussions, assignments & messages](#)**

**Course Prerequisites**

Not open to students with more than 75 units.

**Course Description**

This Second Year will explore issues focused on the interconnectedness and interdependence of the human experience on a local and global scale.

This course explores the applications of human rights theory and action research to issues globally and locally. The purpose of this course is to raise awareness about the applications of human rights and of human rights issues through the lens of active research approaches. *Investigating Human Rights* will examine issues such as poverty, human trafficking, intimate violence, punishment, education, and immigration from global and local perspectives. Building on an understanding of universal human rights theory and practice, the course will take an active research approach. This is a Liberal Studies course in the Social & Political Worlds distribution block.

During the semester students will partner with the Immigration Action Research Team (ART) to apply their knowledge of human rights to human rights issues reflected in the local context. Throughout the semester emphasis will be placed on critical thinking through the essential skills of effective writing and effective oral communication.

**Liberal Studies**

**a). Mission of the Liberal Studies Program**

The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world.

Investigating Human Rights will be guided by the Liberal Studies principle that students should learn to understand the traditions and legacies that have created the dynamics and tensions that shape the world. This is particularly relevant

when exploring issues concerning human rights and global justice, given the different social, political, economic and cultural histories experienced by developing nations that have helped shape their world views and in particular their views and responses to human rights issues. Linkages will also be made between the global discourse concerning rights and the U.S. criminal justice system.

**b). Distribution Block: *Social and Political Worlds***

These are courses that engage students in the study of the patterns that characterize the history of human communities, the relationships between the psychological, social, cultural and political components of human communities, and the dynamics of human behaviour in varied contexts. *This course will enhance student understanding of:*

- how different empirical and theoretical strategies are employed to study human behavior and social, political, and cultural systems
- the systemic components and dynamics of contemporary human societies, relationships between human societies and the global community

**c). Essential Skills**

This course will develop critical thinking through the essential skill of Effective Writing. *Effective writing conveys information or argues a point of view using organizational structures, supporting materials, and language appropriate for the topic, purpose, and audience. In this course students will prepare a group magazine project that will incorporate individual papers on a selected human rights problem in a selected human rights issue. You will be learning to write and writing to learn. Through this project, students should be able to:*

- *Tailor writing to a specific audience*
- *Focus writing on a specific purpose*
- *Produce logical, coherent, and well-structured writing*
- *Apply appropriate writing standards*

**d). Action Research Team**

FS 241 Investigating Human Rights has an Action Research Team (ART) component that can also fulfill a requirement for the Civic Engagement Minor:

- Civic Engagement Minor graduates will demonstrate peer mentoring and group leadership skills among diverse constituents and stakeholders through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will persuasively communicate synthesized knowledge, research, and action/public research through written products targeted to appropriate audiences. (Skills)
- Civic Engagement Minor graduates will demonstrate the skills of interdisciplinary research and analysis of real-world issues in order to generate productive outcomes through their coursework assessments and summative projects in the program. (Skills)
- Civic Engagement Minor graduates will demonstrate the mastery of the theories and strategies of community-based organizing and community leadership through their coursework assessments and summative projects in the program. (Knowledges)
- Civic Engagement Minor graduates will be motivated by creating more democratic, just, and sustainable communities and demonstrated these values through their coursework assessments and summative projects in the program. (Values)
- Civic Engagement Minor graduates will respectfully acknowledge diverse perspectives and traditions, attentively listen, thoughtfully comment, and always enable and demonstrate these attitudes and dispositions through their coursework assessments and summative projects in the program. (Attitudes/Dispositions)

**Student Learning Outcomes**

**Foundational Knowledge:** You will examine how diverse experiences lead to different approaches to solving problems that face humankind by learning about a range of global and domestic human rights issues within the human rights framework of minimum universalism, relativism and universalism.

**Application:** You will develop skills to formulate and apply basic principles in dealing with major human rights issues, and demonstrate how they can be applied concretely in a local and global context. You will learn that the approach to human rights issues and proposed remedies depends on how the problem is formulated. You will also recognize that our understanding of human rights issues should be informed by critical analysis of remedies that have been offered by organizations to date.

**Human Dimension:** You will learn to participate effectively in a human rights group project with your action research team.

**Integration:** You will learn the importance of understanding the concept of justice and human rights issues within the community based on your participation a human rights project in which you trace its local and global origins.

**Valuing:** You will learn to value community needs, priorities and skills in solving their own problems and your role as an active facilitator in empowering community groups to apply their skills concretely in the solutions to their human rights problem(s).

**Learning how to Learn:** You will create a group magazine and digital storyboard that reflects and documents the learning you have gained concerning the linkage between personal justice, local justice and global justice issues and the particular written and communication skills developed through the preparation of a researched human rights project in collaboration with a community partner.

### Course Structure/Approach

The course is interactive and will follow a participatory model. You are expected to actively engage in analytical discussions that will depend on prior preparation of the assigned readings. You will also participate in an action research team that will work with a community partner on a contemporary human rights issue. To this end, full attendance and preparation is essential so that, not only are you familiar with the themes and concepts discussed in the readings, but you are also able to communicate, discuss and apply those themes and concepts during in-class exercises and assignments and in your work with the community partner. Regular participation in debate, presentations, and discussion throughout the semester is required. Respect for each other’s opinions and viewpoints is expected in all oral and written student contributions as well as in your interactions with the community partner and its beneficiaries. In this course you are expected to demonstrate the values of teamwork, respect, honesty and truth.

You will encounter a variety of experiences and ways of understanding a variety of notions of justice and human rights issues, and from this exposure, may find your assumptions and expectations challenged. Hopefully, by the conclusion of the course, you will be able to center yourself in 'another experience' and appreciate differences and recognize commonalities within the adopted framework of the course.

### Course Evaluation

Assignment	Sub-Assignment	Due Date	Points	Group/Individual
<b>Human Rights Project</b>  <b>300 points</b>	<b>Mapped Group Human Rights Proposal</b>	1 October (in Class)	15 points	Group
	<b>Digital Story</b>	8 October	50 points	Group
	<b>Individual proposal</b>	15 October at 6 am	35 points	Individual
	<b>Individual Paper</b>	5 November at 6 am	100 points	Individual
	<b>Final Group Magazine</b>	Day of presentation	50 points	Group
	<b>Presentation of Human Rights project</b>	Day of presentation	50 points	Group
<b>Discussions</b>  <b>150 points</b>	<b>Discussions in BbLearn</b>	11 Discussions – submitted by 6 am Mondays (best 10)	100 points	Individual
	<b>Class Facilitations</b>	Students in pairs will be assigned to summarize the online class discussion and lead the class discussion of the week’s discussion assignment during assigned weeks	50 points	Pairs
	<b>Extra Credit - Optional</b>	Due December 3	25 points	Individual
<b>Participation</b>  <b>225 points</b>	<b>Online Syllabus Quiz 1</b>	<b><i>Due online by 6 September by 6 am – mandatory 100%</i></b>	5 points	Individual
	<b>Plagiarism Quiz 2</b>	<b><i>Due online by 6 September by 6 am – mandatory 100%</i></b>	5 points	Individual
	<b>Meetings with Dr. Banks</b>	Individual Meeting outside class by October 1	20 points	Individual
	<b>Meeting with TA</b>	Individual Meetings outside class by November 10	20 points	individual
	<b>Participation in Class</b>	Ongoing (exercises, debates, poetry, drawings etc). Up to 10 points for evaluations of presentations on the evaluation form	50 points	Individual
	<b>Community Group Participation Grade</b>	Assessed by your group members and professor	75 points	Individual
	<b>Fall ARTS Reflection &amp; Celebration Forum</b>	4 December at 6 pm - ARTs Forum	50 points	Individual



TOTAL – 675		675	Individual
	A = 90 – 100% = 607 – 675	C = 70 – 79% = 472 - 539	
	B = 80 – 89% = 540 - 606	D = 60 – 69 % = 405 - 471	
		F = 59 and below = 404 and below	

**Papers must be typed, using one and a half spacing. Discussion entries should be submitted with single spacing.** *Endnotes, references, and appendices are in addition* to the number of words required. Papers and projects must follow the guidelines provided and must include a researched argument that demonstrates critical analysis. It is the student's responsibility to keep apprised of deadlines for projects and papers. You will lose one letter grade for late papers and projects unless arrangements are made with me before the deadline based on a medical emergency.

### Books to Purchase

1. The Devil's Highway: A True Story by Luis Alberto Urrea
2. Alice MacIntyre. 2008. Participatory Action Research: Qualitative Research Methods. Sage.
3. Reserve readings are **free** and are stated on the syllabus or announced in class. These can be located in BbLearn. <http://bblearn.nau.edu/>

### Tools for Success

*Successful university students take advantage of services and resources designed to boost learning and achievement. NAU recommends that you begin with:*

- **Supplemental Instruction:** <http://nau.edu/Student-Learning-Centers/Supplemental-Instruction/> Attendance at these course specific sessions has proven to increase grades and reduce D's and F's.
- **Student Learning Centers:** <http://nau.edu/Student-Learning-Centers/> Free drop-in, online, and individual tutoring appointments for math, writing, and over 100 other courses.
- **ResourceConnect:** <http://nau.edu/University-College/Student-Resources/Resource-Connect/> is your online central navigation point for all NAU student resources
- **GPS** <http://nau.edu/University-College/GPS/Students/Grade-Performance-Status/> **and Action Center:** <http://nau.edu/University-College/Action-Center/> provide messages to keep you academically ontrack – when you get a message **take action!**

### Conventions

Universal Declaration of Human Rights. <http://www.un.org/en/documents/udhr/>

International Covenant on Civil and Political Rights <http://www2.ohchr.org/english/law/ceschr.htm>

International Covenant on Economic, Social and Cultural Rights <http://www2.ohchr.org/english/law/ceschr.htm>

Torture Convention <http://www.hrweb.org/legal/cat.html>

Convention for the Elimination of Discrimination against Women <http://www2.ohchr.org/english/bodies/cedaw/index.htm>

Convention on the Rights of the Child <http://www2.ohchr.org/english/bodies/crc/index.htm>

Convention on the Elimination of all forms of Racial Discrimination <http://www2.ohchr.org/english/law/cerd.htm>

Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment. 1984  
<http://www.hrweb.org/legal/cat.html>

Geneva Conventions (1949) on the laws of war (3 Conventions) <http://www.icrc.org/ihl.nsf/FULL/365?OpenDocument>  
<http://www.icrc.org/ihl.nsf/FULL/370?OpenDocument>

<http://www.icrc.org/ihl.nsf/FULL/375?OpenDocument>

Additional Protocols to the Geneva Convention (1977) <http://www.icrc.org/ihl.nsf/FULL/470?OpenDocument>;

1977 <http://www.icrc.org/ihl.nsf/INTRO/475?OpenDocument>;

2005. <http://www.icrc.org/ihl.nsf/FULL/615?OpenDocument>

Visit the websites of the Office the High Commissioner for Human Rights

<http://www.ohchr.org/EN/Pages/WelcomePage.aspx>

Human Rights Committee <http://www2.ohchr.org/english/bodies/hrc/>

Links to all Committees are under Treaty Bodies on <http://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx>

### Helpful Hints

<http://BbLearn.nau.edu/> (general access to BbLearn course shell where you can get access to course reserve readings and submit assignments and to participate in blog discussions and group work

\*\*<http://ica.library.oregonstate.edu/tutorials/lesson/391--Library-Tutorial-What-is-a-scholarly-article-?mid=776&type=UrlResource&uid=821>

<http://wpacouncil.org/files/framework-for-success-postsecondary-writing.pdf>

[http://wpacouncil.org/research\\_bibliography](http://wpacouncil.org/research_bibliography)

<http://www.hopetillman.com/findqual.html> (Evaluating quality on the Internet)

<http://www.library.unr.edu/instruction/courses/eval.html>

<http://library.websteruniv.edu/guides/eval.html>

<http://www.aug.edu/sociology/plagiarism.html> (it is your responsibility to learn how to cite properly)

<http://www.northwestern.edu/uacc/plagiar.html>

<http://www.georgetown.edu/honor/plagiarism.html>

<http://www.indiana.edu/~wts/wts/plagiarism.html>

[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

### Interesting Apps

Simpleminds (mapping your thoughts)	Week Cal HD	History: Maps of the World
Solar Walk	Human Rights Watch	World Atlas HD
iProcrastinate	UDHR Universal Declaration of Human Rights	Fit Brains
Isource	iStudiez	NYTimes
MathBoard	Virtuoso Piano Free 2 HD	Geneva
Star Walk	Storyboards	iThesaurus
Dictionary	Art Authority	Keynote
DocsToGo	Emoji	ChalkWeather
iThoughts	Mobile BbLearn	iAnnotate

### Classroom Rules

1. You are responsible for all assignments, including the readings. **Late assignments will lose 10 points per day after the deadline.** I encourage you to discuss class materials with your peers to help you prepare for class. You must work alone when writing your individual research paper unless participating in a group assignment or otherwise noted.
2. **Students who do not attend the first day of class or who fail to complete the assignments due during the first week will be administratively dropped. You must also log in to BbLearn, participate in assigned group workrooms, and complete assignments due by September 7th or be administratively dropped.**
3. Students who do not have the prerequisites will be administratively dropped.
4. **You must demonstrate a willingness to learn other perspectives** and to demonstrate knowledge of the readings through participation in class, with the community organization and in written work.
5. I do not accept assignments from other classes.
6. **You are expected to purchase and read the required texts, read e-reserve readings in BbLearn,** and obtain any additional reserve readings as announced. You are expected to read all the required readings on the syllabus. **Preparation** - It is necessary to keep up with the readings and **do the discussion assignments before class so that you can actively participate in discussions and assignments in class.**
7. You are expected to learn and demonstrate the skills necessary to analyze issues within class and in your individual and ART assignments and projects.
8. I reserve the right to hold **quizzes and/or an exam** if it becomes obvious that students are attending class unprepared for discussion.
9. I reserve the right to change the curriculum and dates of assignments if I deem it necessary. You will be informed in such a case.
10. **Uphold academic integrity. Think for yourself, cheat for no one.** The University College at Northern Arizona University is committed to academic integrity and therefore all faculty are carefully reviewing all written assignments for instances of plagiarism. **Cheating and plagiarism are prohibited and considered serious acts of misconduct.** The Student Handbook defines plagiarism as "any attempt to pass off other's work as your own" (see <http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf>). Please cite all sources and give credit to those from whom you borrow ideas, statements and approaches. You must cite the original author If the idea, concept or approach is not original to you. This includes not only when you use the same words as the source but also when you paraphrase from that source. If direct words are used in your work, you must place quotation marks around those words to indicate that you have taken them from another text and provide a citation. **Cutting and pasting from websites is considered plagiarism.** Please review the Student Code of Conduct and the University's Safe Working and Learning Environment Policy for an explanation of appropriate and expected behavior. **Any violations of these or other relevant NAU policies will result in disciplinary action such as receiving 0 points for the assignment or failing the course and a record will be kept on your student file in the Department and College.**
11. **You will be asked to attach a signed coversheet with your paper that states that your paper is your own work. All paper assignments will be submitted into BbLearn in the assignment area and also into a SafeAssign assignment area in**

**BbLearn.** SafeAssign is a program that automatically and systematically searches scholarly journals, articles, books, all websites, other university resources, other student papers available on the web, and student papers submitted nationally or at NAU to check for plagiarism and similarity of content. Please ensure that you are aware of the rules regarding citing and quoting material and the consequences of failing to follow the rules as indicated in point 10 above.

12. Audiotaping is only permitted in this course only with my approval.
13. **Respect for everyone and for differences in perspective, belief, and culture** is expected in the classroom. Please feel free to express your views in class, however, please ensure that you treat everyone's opinion with respect. I reserve the right to remove from the class any student who engages in behavior that is harmful, disrespectful to the rights of others, or that unreasonably interferes in the activities of studying, teaching or research. Such behavior is also prohibited by the NAU Student Code of Conduct and may result in the filing of a formal complaint with the Office of Student Life (see attached policy).
14. **Respect** also means **coming to class on time, refraining from packing up early, demonstrating courteousness at all times to everyone** in class and showing **respect** for everyone's perspective and views. **This includes AVOIDING PRIVATE OR SIDE CONVERSATIONS OR PERSONAL NOTEWRITING during class time. It also includes using your computer or ipad to surf the Internet, check or write emails, or work on other assignments in class. If you need to leave class early please be courteous and inform me before class starts. Do NOT get up and leave without explaining your reason for leaving prior to class UNLESS an emergency arises during class and you need to leave immediately. If this occurs please ensure that you email me as soon as possible explaining the problem. You may need to provide documentation. Also see attendance policy in the Expectations for the course.**
15. **Switch off your cell/mobile phones BEFORE class. DO NOT TEXT Message in this class. All cell phones, and listening devices must be put away before class starts or YOU WILL BE ASKED TO LEAVE IMMEDIATELY, your attendance that day will not be counted and you will need to come see me outside of class before you can return. Computers can only be used for group research during group work periods.**
16. **Email me anytime within the BbLearn shell for this class. ALWAYS identify yourself in the email and use courtesy always – ie use salutations. This applies to the instructor and other class members.** Some students do not use their name in their email and rely on your user ID instead. I cannot tell who you are unless you **sign your emails with your name!**
17. **Keep all Graded Work** until you receive the final grade for the course and ensure that you have a copy of all completed assignments in your possession when you come to class each week.
18. **Communication Policy** - It is crucial that students speak with me without delay should they experience difficulties that affect your performance during the semester. Early contact will increase our chances of resolving those difficulties and ensuring your optimal performance during the course. I am available during office hours; however, I am always available via email and by appointment.
19. **Incomplete grades will only be granted with a documented medical emergency and when the large majority of assignments have already been submitted.**
20. **Withdrawals must have the supporting documentation (either medical or personal). Late withdrawals will not be approved except in the situation of a documented medical emergency.**
21. **Administrative Drop policy.** Students are informed about this policy through the Academic Catalog, which states: **"If you have not completed the prerequisites for a course as stated in the academic catalog or if you are absent from class during the first week, you may be administratively dropped from the course before the twenty-first day of the term. Do not rely on your instructor to drop you from the courses that you want to drop. You are responsible for changing your own course schedule."**

The purpose of this policy is to allow the instructor and department discretion to remove from class rosters students who do not meet course prerequisites and/or who are not attending.

**Tentative Outline: Changes may be made – if so, you will be informed**

\*\*\* Indicates e-reserve readings found in BbLearn. Discussions are based on the readings and will be facilitated in class by pairs of students. *'Other Readings'* indicate additional readings that are optional and can be used for research purposes in the paper, digital story video and magazine assignments.

### Week 1: September 3

Introduction, What Are Human Rights?: The development and theoretical framework of international human rights

Exercise: Think-Pair-Share...

Why Human Rights? Positive Psychology

How to Read an Article – Amy Hughes

#### Readings:

Read Syllabus and complete Quiz 1 and 2 online in BbLearn by 1 September at 6 am

Complete Discussion 1 by 5 September and post it in BbLearn – also bring your discussion material to class on 5 September

#### Preparation Assignment for Next Week

Read the following for the discussion assignment next week (due 4 September).

- \*\*\*Ball & Gready 2009. "A Powerful Idea". In *The No-Nonsense Guide to Human Rights*. The New Internationalist Publications. Oxford. pp. 10 – 30.
- \*\*\*Carey, Gibney and Poe. 2011. *The Politics of Human Rights: The Quest for Dignity*. Cambridge University Press. Chapter 1
- \*\*\*Boyt, Harry. 2008. "Against the Current: Developing the Civic Engagement of Students". *Change Magazine*. Pp. 8-15.
- \*\*\**Universal Declaration of Human Rights*. <http://www.un.org/en/documents/udhr/>  
– see ereserves Week 1 in BbLearn

**Complete Online Syllabus Quiz and Plagiarism Quiz in BbLearn (see Assignments and Guidelines and click on Quiz) by September 7 at 6 am or you will be administratively dropped.**

**First Discussion Assignment due Sept 9 by 6 am in BbLearn – do NOT upload files into the Discussion area except for scanned picture files – use the posting box to submit ALL your written discussions**

### Week 2: September 10

*Local Human Rights Topics: An Introduction to Immigration*

1. Note taking – Rebecca Campbell
2. An Introduction to Immigration – case studies (Sudan, Congo, Sierra Leone)
3. In class, after listening to the presentation, identify a 'human rights' issue that your group can link to NAU Immigration ART group. This project will focus on several elements provided on a separate sheet.
4. ARTS Overview - Lauren Berutich

#### Preparation Assignment for Next Week

*Readings for next week: – see ereserves Week 2*

- Richard Pierre Claude, 2006. "The Right to Education and Human Rights" in Richard Claude and Burns Weston (Eds). *Human Rights in the World Community: Issues and Action, Third Edition*. Philadelphia: University of Pennsylvania Press. P. 211.
- <http://www.linktv.org/programs/spotlight-blood-in-the-mobile> Blood in the Moblle
- <http://www.blackmesawatercoalition.org/>

**Second Discussion entry due in BbLearn – see assignment below**

### Week 3: September 17

1. Right to Education
2. How the Brain Learns
3. Starpower

Digital Story Assignment due October 8 by 6 am in BbLearn and in class on October 8

Preparation for Discussion and Class Next Week

**Cultural Rights: Cultural and Religious Rights**

**Readings for discussion and next week:**

**Social and Cultural Rights (ICESCR)**

- \*\*\**International Covenant on Economic, Social and Cultural Rights* <http://www2.ohchr.org/english/law/cescr.htm>

**Right to Cultural Life**

- Stephen A. Hansen, 2006. "The Right to Take Part in Cultural Life" in Richard Claude and Burns Weston (Eds). *Human Rights in the World Community: Issues and Action, Third Edition*. Philadelphia: University of Pennsylvania Press. P. 223
- Facing History and Ourselves. 2008. "Identity in Diaspora". *Stories of Identity: Religion, Migration, and Belonging to a Changing World*. Pp 32 – 34
- Cyndi Banks. 2004. "Ordering the Other: Reading Alaskan Native Culture Past and Present". In *Race, Gender and Punishment: Theorizing Differences*. Eds. Mary Bosworth and Stephanie Bush-Baskette. Northeastern University Press

Discussion 3: Due in BbLearn

### Week 4: September 24

**Cultural Rights**

**How does the UN Machinery for Human Rights Work?**

**Bafabafa**

**Group Project Proposal Map Due in BbLearn October 1 by 6 am**

Preparation for Discussion and Class Next Week

**Participatory Action Research and Human Rights**

**Readings Due for Next Discussion:**

- Alice MacIntyre. 2008. *Participatory Action Research: Qualitative Research Methods*. Sage. All chapters
- Banks, Cyndi. (2011) "The Other Cultural Criminology: The Role Of Action Research In Justice Work And Development" In David Gadd, Susanne Karstedt and Steven Messner. *The Sage Handbook of Criminological Research Methods*. Sage Publications
- <http://bit.ly/11BSUjO> *Mozambique: Home is Where you Find It*. More than 16 million children have lost their parents to HIV and AIDS. A staggering 14 million of them live in sub-Saharan Africa. Alcides Soares from Mozambique was forced to become an adult before his time when this deadly disease claimed the lives of his parents, ripping his family apart. But life for Alcides took an amazing turn when a filmmaker gave him a video camera. Growing up alone as an orphan, he documented his quest to find a home and reunite with his brother.

Fourth Discussion entry due in BbLearn

Digital Stories Presentations Due in Class 8 October

### Week 5: October 1

Group Human Rights Map due October 1 in BbLearn

Participatory Action Research & Human Rights

Digital Stories Presentations Due in Class 8 October

## Preparation for Discussion and Class Next Week

### Economic, Social and Cultural Rights (ICESCR) vs. Civil and Political Rights

#### Readings Due:

- \*\*\**International Covenant on Economic, Social and Cultural Rights* <http://www2.ohchr.org/english/law/cescr.htm>
- \*\*\**International Covenant on Civil and Political Rights* <http://www2.ohchr.org/english/law/cescr.htm>

#### Empowering the Poor

- \*\*\*Amartya Sen. 1999. "The Perspective of Freedom" Chapter 1. pp 13- 34.
- [http://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice.html](http://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice.html) **Brian Stevenson: We Need to Talk about Justice**

#### Right to To Work

1. \*\*\*William Myers. 2001 "The Right Rights? Child Labor in a Globalizing World". *Annals of the American Academy of Political and Social Science*. Vol 575: 38

#### Optional Readings

##### North –South and NGOs

- \*\*\*Bonny Ibhawoh. 2007. "Human Rights INGOs and the North-South Gap: The Challenge of Normative and Empirical Learning". In Daniel Bell and Jean-Marc Coicaud. (eds) *Ethics in Action: The Ethical Challenges of International Human Rights NonGovernmental Organizations*. Cambridge: Cambridge University Press. Pp 79-97.

**Fifth Discussion** entry due in BbLearn – see assignment below

## Week 6: October 8 - Digital Stories Shown today

### *Economic, Social and Cultural Rights (ICESCR)*

*Eg. India, Bangladesh, Sudan (Child Labor)*

#### Preparation for discussion and next week

#### Readings:

##### Immigration:

##### *An Argument for Open Borders*

- Joseph Carens 1987. "Aliens and Citizens: The Case for Open Borders". *The Review of Politics*. Vol. 49 (2): 251. - the philosophical debate

##### *International Migration and Nation States*

- Yasemin Nuhoglu Soysal, 1995. "International Migration and the Nation State System" Chapter 2. *Limits of Citizenship: Migrants and Postnational Membership in Europe Chicago: University of Chicago Press*. P. 13. – the development of migration policy worldwide

**Sixth Assignment** entry due in BbLearn – see assignment below

## Week 7: October 15

### Immigration: An Argument for Open Borders

Activity: Visa

#### Preparation for Discussion and for Next Week

#### Readings:

##### *Immigration and U.S Policy – Implications for Human Rights*

1. Joseph Nevins, 2000. "The Remaking of the California-Mexico Boundary in the Age of NAFTA" 4/28 Refugees-the exception?". In Peter Andreas and Timothy Snyder (Eds). *The Wall Around the West: State Borders and Immigration Controls in North American and Europe*. London, New York & Oxford: Rowman & Littlefield Publishers. Pp. 99 – 114.
2. Rogelio Saenz, Cecilia Menjivar, and San Juanita Garcia. 2012. "Arizona's SB 1070: Setting Conditions for Violations of Human Rights Here and Beyond." In Judith Blau and Mark Frezzo (Eds). *Sociology and Human Rights: A Bill for the Twenty-First Century*. Sage. Pp 155 – 178.
3. Christopher Mitchell, 2000. "The Political Costs of State Power: US Border Control in South Florida" In Peter Andreas and Timothy Snyder (Eds). *The Wall Around the West: State Borders and Immigration Controls in North American and Europe*. London, New York & Oxford: Rowman & Littlefield Publishers. pp. 81-97

- Gallya Lahav and Viginie Guiraudon, 2000. "Comparative Perspectives on Border Control: Away from the Border and Outside the State" in Peter Andreas and Timothy Snyder (Eds) *The Wall around the West: State Borders and Immigration Controls in North America and Europe*. Lanham: Rowman & Littlefield. p. 55
- <http://www.humanrightsfirst.org/2013/06/27/senate-immigration-bill-reflects-america%E2%80%99s-commitment-to-refugees/>

**Seventh Assignment** entry due in BbLearn – see assignment below

**Researching your Project (mandatory individual research paper proposal in BbLearn) by 6 am on 15 October**

## **Week 8: October 22**

### **Immigration and U.S Policy – Implications for Human Rights**

**Debate:** (political, economic, humanitarian)

#### **Preparation for Next Week's Discussion and Class**

#### **Non-Government Organizations**

#### **Readings Due:**

##### **What is an NGO and What Do They Do?**

- Richard Claude. 2006. "What Do Human Rights NGOs Do?" in Richard Claude and Burns Weston (Eds). *Human Rights in the World Community: Issues and Action*. Third Edition. Philadelphia: University of Pennsylvania Press. pp. 424-433 (see next page for second reading)

##### **NGOs as Transnational Advocates**

- Keck, Margaret & Kathryn Sikkink. 1998. [Activists Beyond Borders: Advocacy](#) *Advocacy Networks in International Politics*. Cornell University. Introduction, pp. 1 – 39.

**8th Discussion** entry due in BbLearn – see assignment below

## **Week 9: October 29**

### **Non-Government Organizations (Local and Global)**

How do NGOs work, come into play

ARTS experience as a student

#### **Preparations for Next Week's Discussion and Class**

#### **Access to Justice & Participatory Action Research**

#### **Readings Due:**

- Michael Trebilcock and Ronald Daniels. 2008. "Access to Justice: Normative Framework" in *Rule of Law Reform and Development: Charting the Fragile Path of Progress*. Cheltenham, UK: Edward Elgar. p. 236
- UNDP. 2004. Access to Justice: Practice Note. *United Nations Development Program 9/3/2004*

**9th Discussion** entry due in BbLearn

## **Week 10: November 5**

### **Access to Justice & Participatory Action Research**

**Courts, Impact on families (DV), work, health, benefits, tax**

#### **Preparation for Next Week's Discussion and Class**

#### **Readings Due:**

- Reading: *The Devil's Highway: A True Story* by Luis Alberto Urrea

**10th Discussion** entry due in BbLearn

**Individual Human Rights Project Papers Due on 5 November at 6 am in BbLearn noon**



## Week 11: November 12

### Impact of Immigration Law and Policy

#### Preparation for Assignment and Next Week

#### Readings Due:

- Facing History and Ourselves. 2008. "More than a Headscarf". *Stories of Identity: Religion, Migration, and Belonging to a Changing World.* pp 99 – 104.
- Calandruccio, Giuseppe. 2005. "A Review of Recent Research on Human Trafficking in the Middle East." Laczko, Frank & Elzbieta Gozdzik (eds.). In *Special Issue of International Migration*. Vol. 43 (1/2).  
[http://lastradainternational.org/Isidocs/282%20IOM%20survey%20trafficking%20\(Global\).pdf](http://lastradainternational.org/Isidocs/282%20IOM%20survey%20trafficking%20(Global).pdf) pp 267-299

**11th Assignment** entry due in BbLearn and in Class

## Week 12: November 19

### Human Rights & Human Trafficking

#### Preparation for Next Week

1. Research solutions for your human rights topic (particularly look for solutions tried by NGOs), write about 2 of them (make sure you cite). Bring your 2 solutions to class for discussion.

#### Readings Due:

- DOVA. 2010. The Human Rights Assessment Instrument on Domestic Violence. Netherlands.  
[http://www.humanrightsimpact.org/fileadmin/hria\\_resources/Domestic\\_Violence/DOVA-DEF-sept-2011.pdf](http://www.humanrightsimpact.org/fileadmin/hria_resources/Domestic_Violence/DOVA-DEF-sept-2011.pdf)

## Week 13: November 26

### NGOs and Solutions

## Week 14: December 3 - Presentations

**Final Group Magazines professionally printed - in class and electronic copy Due in BbLearn along with group evaluations**  
**Extra Credit Due Today**

## Week 15: December 10 - Presentations

**Final Group Magazines professionally printed – in class and electronic copy Due in BbLearn along with group evaluations**

**Exam Week:** December 17



**POLICY STATEMENTS**

**SAFE ENVIRONMENT POLICY**

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university.

You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website <http://home.nau.edu/diversity/>. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928-523-3312).

**STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

**INSTITUTIONAL REVIEW BOARD**

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities.

The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website: <http://www.research.nau.edu/compliance/irb/index.aspx>. If you have questions, contact the IRB Coordinator in the Office of the Vice President for Research at 928-523-8288 or 523-4340.

**ACADEMIC INTEGRITY**

The university takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner.

Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity is in Appendix G of NAU's Student Handbook <http://www4.nau.edu/stulife/handbookdishonesty.htm>.

### **ACADEMIC CONTACT HOUR POLICY**

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: “an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit.”

The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

### **SENSITIVE COURSE MATERIALS**

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students.

“University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.”