

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Human Rights and the Family

Course Number:

HR 5110-492

Course Description:

This course, Human Rights and the Family, analyses, debates and conceptualizes the paradoxes presented in the issues of culture, gender and the universal notions of Human Rights. The course illustrates the vast interpretations of several key issues relating to differences and similarities of cultural codes. Cultures across the globe have always sanctioned methods of maintaining the dignity and integration of humans and community through different methods of moral and legal institutions. Hence, the international community perceived the need to collectively endorse the universality of Human Rights, Women's Human Rights and the Child Rights Charter as a means of protecting individuals. Accepting Human Rights as International Law and the upper moral standard provided tension in the discussion of cultural, and gender issues. Therefore it is important to discuss the similarities and differences among cultures that, in return, highlight dilemmas which human rights organizations and strategists face while dealing with issues related to family, religion and geographic localities.

Course Dates:

March 1 – April 30, 2017

Last day to enroll or drop without penalty: January 31, 2017

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor:	Janette Habashi, Ph.D.
Mailing Address:	University of Oklahoma Schusterman Center Tulsa, Oklahoma
Telephone Number:	(918) 660-3365
Email Address:	jhabashi@ou.edu
Virtual Office Hours:	Monday-Friday 8:00 am – 4:00 pm CST
Professor availability:	The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fhg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Donnelly, J. (2013). *Universal human rights in theory and practice* (3rd ed.). Ithaca, NY: Cornell University Press. ISBN 9780801477706.
2. Freeman, M.A. (2011). *Human rights: An interdisciplinary approach* (2nd ed.). Cambridge, MA: Polity Press. ISBN 9780745639666.
3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.
4. Materials posted on the OU Libraries Electronic Reserve system: Access OU Electronic Reserve materials at <http://guides.ou.edu/ereserves>; select the appropriate tab for your course, click on your course number/title; enter the password [Habashi5110], and click GO. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

OU E-Mail:

All official correspondence from distance learning instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

This course adopts a seminar format for graduate students; it is expected that the student will be involved in reading the material carefully and be able to engage in discussion while demonstrating critical thinking and interest in the subject matter. Upon completion of this course, students will be able to:

- debate international declarations of Human Rights, Women's Human Rights and Children's Rights;
- conceptualize alternatives to Human Rights initiatives created by different countries/religions;
- analyze the moral discussion and its relationship to family and individual policies;
- debate the cultural relativism discourse in Human Rights; and
- conceptualize the new face of Human Rights.

Course Outline:

This course is delivered completely online. Assignments and activities will be listed on the course website and will be facilitated via the Desire2Learn course management system. Hence, in order to successfully learn you need to engage online and offline and share your experiences and reading reflections with the class. The discussion board will assist in the participation in our cyber classroom. In addition, every individual must interview an activist or an advocate besides reviewing a documentary movie in this area. Everyone will share these experiences with the class. The course website will provide a Drop Box for you to deposit the paper assignments.

Assignments, Grading, and Due Dates:

Reserved Readings:

The following readings are on electronic reserve with the OU library

- An-Na'im, A. & Hammond, J. (2002). Cultural transformation and human rights in African societies. In A. An-Na'im (Ed.). *Cultural transformation and human rights in Africa* (pp.13-37). St. Martin's Press: New York.
- Apsel, J. (2005). The challenges of human rights education and the impact on children's rights. In M. Ensalaco & Majka, L. (2005). *Children's human rights: Progress and challenges for children worldwide* (pp. 229-246). Rowman & Littlefield Publishers, Inc.: Lanham, Maryland.
- Blau, J. & Moncada, A. (2006). Constitutions: Overview and comparisons. In J. Blau & Moncada, A. *Justice in the United States: Human rights and the U.S. Constitution* (pp. 59-83). Rowman & Littlefield Publishers, Inc.: Lanham, Maryland.
- Chanock, M. (2002). Human rights and cultural branding: Who speaks and how. In A. An-Na'im (Ed.). *Cultural transformation and human rights in Africa* (pp.38-67). St. Martin's Press: New York.
- Cunningham, H. & Stromquist, S. (2005). Child labor and the rights of children: Historical patterns of decline and persistence. In B. Weston. *Child labor and human rights: Making children matter* (pp.55-83). Lynne Rienner Publishers, Inc.: Boulder, Colorado.
- Ennew, J., Myers, W. & Plateau, D. (2005). Defining child labor as if human rights really matter. In B. Weston. *Child labor and human rights: Making children matter* (pp.27-54). Lynne Rienner Publishers, Inc.: Boulder, Colorado.
- Gould, C. (2003). Women's human rights and the U.S. Constitution: Initiating dialogue. In S. Schwarzenbach and Smith, P. (Ed). *Women and the United States Constitution: History, interpretation, and practice* (pp. 176-193). Columbia University Press: New York
- Khan, M. A. (2003). Islamic legal philosophy and human rights. In M. Khan. *Human rights in the Muslim world: Fundamentalism, constitutionalism, and international politics* (pp. 143-244). Carolina Academic Press: Durham, North Carolina.
- Kilkelly, U. (2005). Strengthening the framework for enforcing children's rights: An integrated approach. In M. Ensalaco & Majka, L. (2005). *Children's human rights: Progress and challenges for children worldwide* (pp. 53-80). Rowman & Littlefield Publishers, Inc.: Lanham, Maryland.
- Laqueur, T. (2001). The moral imagination and human rights. In M. Ignatieff. *Human rights as politics and idolatry* (pp.127-139). Princeton University Press: Princeton, New Jersey.
- Levesque, R. J. R. (2001). Introduction: Family violence and human rights. In R. Levesque. *Culture and family violence: Fostering change through human rights law* (pp. 3-21). American Psychological Association: Washington, DC.
- Lewis, J. (2003). Representation of women in the constitution. In S. Schwarzenbach and Smith, P. (Ed). *Women and the United States Constitution: History, interpretation, and practice* (pp. 23-33). Columbia University Press: New York
- Orentlicher, D. (2001). Relativism and religion. In M. Ignatieff. *Human rights as politics and idolatry* (pp. 141-158). Princeton University Press: Princeton, New Jersey.
- Weston, B. & Teerink, M. (2005). Rethinking child labor: A multidimensional human rights problem. In B. Weston. *Child labor and human rights: Making children matter* (pp.3-25). Lynne Rienner Publishers, Inc.: Boulder, Colorado.

Online research resources:

- Amnesty International homepage: <https://www.amnesty.org/en/>
- United Nations homepage: <http://www.un.org/>
- U.S. State Department Country Reports on Human Rights: http://www.state.gov/www/global/human_rights/hrp_reports_mainhp.htm
- UN page for the Vienna World Conference on Human Rights: <http://www.ohchr.org/EN/ABOUTUS/Pages/ViennaWC.aspx>

- Human Rights First: <http://www.humanrightsfirst.org/>
- UN High Commissioner for Human Rights: <http://www.ohchr.org/EN/Pages/WelcomePage.aspx>
- UN Human Development Report/: <http://hdr.undp.org/en>
- United Nations Entity for Gender Equality and the Empowerment of Women: <http://www.un.org/womenwatch/daw/cedaw/>
- U.S. Department of State, Human Rights: <http://www.state.gov/j/drl/hr/>
- University of Minnesota Human Rights Library: <http://www1.umn.edu/humanrts/un-orgs.htm>
- International Society for Peace and Human Rights: http://www.peaceandhumanrights.org/Site/current_initiatives.html
- The Childwatch International Research Network: <http://www.childwatch.uio.no/>
- Child Rights International Network: <https://www.crin.org/>
- Human Rights Watch: <http://www.hrw.org/>
- The Universal Declaration of Human Rights: <http://www.un.org/Overview/rights.html>
- African [Banjul] Charter on Human and Peoples' Rights: <http://www1.umn.edu/humanrts/instreet/z1afchar.htm>
- Arab Charter on Human Rights: <http://www1.umn.edu/humanrts/instreet/arabhrcharter.html>
- The Charter of Human Rights and Freedom Given by Islam more than 1400 years ago: <http://www.m-a-t.org/sermon.htm>
- Witness for Peace: <http://www.witnessforpeace.org/>

Readings:

The required reading is divided into three themes. First is the actual reading of Human Rights declarations, second is the alternative readings that are constructed from other moral or political institutes, and the third part of the readings is the case studies that illustrate the dilemmas of imposing/ implementing the universal Human Rights. Due to the significance of the issue, the reading is eclectic; a variety of reading materials will be held in the library reserve for you to copy. There are only two text books required for purchase. I will include a sheet outlining the weekly readings.

Discussion Board Participation:

You will post your views and deconstruct the reading in a professional manner. Discussion policy is included in the syllabus. **30 points**

Elements included in the evaluation of discussion board participation will include evidence of critical thinking, clear identification of the issue, understanding of the problems, and the ability to propose and evaluate solutions. All participants are expected to welcome open expression of opinion, attitudes and beliefs and to accept the legitimacy and value of dissent. In addition to respect for the ideas of your classmates and the instructor, common courtesy is also expected. There are 4 discussion points for every issue. However, 2 points are for the original response and 2 points are for the class discussion. You are expected to post your original response on the issue and another response to the class discussion.

Documentary Video on a Human Rights Issue:

Choose and view a documentary video on a human rights issue and discuss it on D2L. I will provide you with a list of suggested videos, but you are also welcome to suggest a movie and communicate with me about it before reviewing it. I highly recommend that the video pertains to your final paper (see below). **15 points**

Interview:

Interview an activist in the field of Human Rights. You need to interview an individual who works on a human rights issue via email. I encourage you to develop a rapport with an organization early in the course. If you start late your quality of work will be jeopardized. The issue/organization could be local and not necessarily international. **15 points**

Written paper #1:

Utilizes information gained from the interview and the documentary and incorporates it with the Human Rights Articles and readings. **20 points**

Final Paper:

Focuses on similarities and dilemmas of a human rights issue related to a specific location. In addition, you need to deconstruct it from the cultural relativity perspective and moral standard views. An outline will be provided separately. **20 points**

Quality of Written Work:

All written reports must be typewritten and include references and bibliographies. All reports should follow the format described in the *Publication Manual of the American Psychological Association* (5th ed.). **Every paper should be 3- 5 pages.** Each paper will include a title page, appropriate citations within the text of the paper and a reference page. The paper should be carefully researched, grammatically correct and neat in appearance. You will be penalized for poorly written papers and poorly presented oral reports.

Grading:

This is a letter-graded course: A, B, C, D, or F. Grades are based on total points, which are earned via objective and subjective scoring. A=90%, B=80%, C= 70%, D=60%.

Subjective criteria for evaluating your work will be quality of individual writing assignments, participation/quality in group papers, presentations, and discussions. Attendance and completion of work in a punctual manner are also part of the evaluation process.

Excellent Work:

Writing demonstrates unusual competence; obvious analytical thinking with thoughtful evaluation; outstanding contributions to group presentations, papers and group discussions. Continuous and enthusiastic effort over the course of the class. Manifests initiative, meets all deadlines and due dates and no absences.

Good Work:

Writing demonstrates competence; interpretive/inferential thinking, drawing conclusions, and reading between the lines; strong contribution to group presentations; active participation in group discussions, meets all due dates. Missed parts of classes.

Average Work:

Individual writing is competent; literal thinking and mere regurgitation of readings; some contribution to group presentations and papers; occasionally contributes to group discussions. Meets all due dates. Missed classes.

Unsuccessful Work:

Individual writing suggests or demonstrates incompetence. Little thought to developing ideas. Periodic contributions to group presentations, papers and discussions. Forgetfulness regarding assignments, due dates. Missed classes, arrived late or early exits.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Related Policies

Communication:

Communication will be accomplished via e mail or telephone. Although, I answer e-mail regularly (and relatively quickly) throughout the week Monday- Friday 8:00- 4:00 pm central time. I respond to it less frequently on the weekends and holidays. During those times, you can expect an answer to your e mail within 24-48 hours. There will be times during the semester, when I do not have access to e-mail. I will be sure to notify students if such situations occur. In the event of a power outage or other technical problems, I will contact you by telephone at the number you provide to me on the first week of the semester. Similarly, if you have a computer or other technical problems, it is your responsibility to contact me using an alternative method, like the telephone, to notify me. If you are on campus and you would like to drop by my office please feel free to do so. As I am often away from the office, it is probably best to arrange a specific meeting time in advance. Please call or e-mail me to do so.

Course Policy:

Participation is important in any class because much of the learning comes from class discussion. In this course the main method of participation will be through the exchange of ideas and thoughts on the web. You are expected to post your ideas on the web regularly. You will be expected to read all materials as assigned submit assignments on time and participate in web discussion. If you do not participate in the discussion two (2) points will be deducted from your grade for each missed topic.

Discussion Board Policy:

Be considerate and appropriate when using the discussion board. It is neither a public forum nor a limited public forum. Your instructor has the right to remove any message for the purposes of saving space, focusing attention of students on relevant materials, and avoiding material inappropriate for the classroom. On this last note, with freedom comes responsibility. Please keep in mind, as you contribute to the discussion board, that not everyone comes from the same background, or shares the same values and ideals. Please be appropriate (professional) and considerate of others. If you have any questions on this matter, contact the instructor for clarification.

Late Work:

A late assignment will incur a penalty. If you miss class because of an emergency, please make arrangements with the professor. Two (2) points will be deducted from the total possible points for each day the assignment is late.

Final Word:

I value each of you and do not want to lose any of you through confusion or misunderstandings. So please let me know what I can do to clarify my lectures or otherwise fill in missing holes in your perceptions of class room verbal exchanges or assignments. What do you need (other than a guaranteed A or B) to make our class worthwhile/ you have the final words!

Attendance Policy:

In addition to interaction via Desire2Learn and E-mail contact, students are required to contact the instructor via E-mail or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Desire2Learn, although students may contact the instructor via telephone, postal mail, e-mail, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

HR Website:

The Department of Human Relations website is <http://www.ou.edu/cas/hr>

Procedures for Completion of Course Evaluation:

Upon completion of the course students should go to the [Advanced Programs Online Learning Information webpage](#) and click on the applicable semester link under “Online Course Evaluation” which will direct them to the evaluation. The evaluation will take approximately five minutes to complete. Completion of the online evaluation is an important tool allowing Advanced Programs to gain information and student feedback for improvement of courses.

Your responses will be kept confidential. They will be reviewed by the department and only supplied to the professor once grades for the course have been submitted.

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Janette Habashi, Ph.D.

Education

Educational Psychology, PhD. Kent State University

Current Positions

Assistant Professor, Department of Human Relations, University of Oklahoma

Major Areas of Teaching and Research Interest

- Social Science theories
- Qualitative research
- My research interest is children and indigenous discourse.

Representative Publications and Presentations

- Habashi, J. (in press). Palestinian children: Authors of collective memory. *Journal of Family History*.
- Habashi, J. (2008). Political language of socialization: Language as resistance, *Children's Geographies*, 6 (3), 269-280
- Habashi, J. (2008). Palestinian children crafting national identity. *Childhood: A Global Journal of Child Research*. 15(1), 12-29
- Habashi, J. (2005). Creating indigenous discourse: History, power and imperialism in academia. *Qualitative Inquiry*, 11(5), 711-788.
- Verma, G., & Habashi, J. (2008) Crafting science curriculum for culturally and linguistically divers' learners. American Educational Research Association, New York, New York
- Soto, L., Habashi, J. Godinez, D., Olmansen, R., Chavez, G., & Driskill, S. (2008). Marginalized children's voices: an opportunity to listen. American Educational Research Association, New York, New York
- Swadener, B., An-Chi, L., Valente, J., Habashi, J., & Welte, S. (2008). Children's rights and voices: Interdisciplinary and cross-national perspectives. The 16th Conference of Reconceptualizing Early Childhood Education: Research, Theory, Practice and Policy. British Columbia, Canada
- Habashi, J., Verma, G. (2007). Conducting Science Education Research in Cross-Cultural setting: Engaging in Postcolonial and Global Discourses in the India and the Palestinian Territories. American Association for the Advancement of Curriculum Studies, Chicago, IL
- Habashi, J. (2007). Toward alliances with a marginalized group: Involving college students in a juvenile detention center. American Educational Research Association, Chicago, IL
- Habashi, J. (2007). Marginalized young children making sense of immigration and globalization. The 15th Conference of Reconceptualizing Early Childhood Education: Research, Theory, Practice and Policy. Hong Kong, Hong Kong
- Habashi, J. (2007). Toward alliances with a marginalized group: Involving college students in a juvenile detention center. American Educational Research Association, Chicago, IL
- Habashi, J. (2006). Decolonizing Research with Children and Youth in Cross-National Context: Theory/Methodology Issues in Reconceptualizing Practice and Policy Analysis. The 14th Conference of Reconceptualizing Early Childhood Education: Research, Theory, Practice and Policy. Rotorua, New Zealand.
- Habashi, J. (2005). Language resistance and Palestinian Children. The 13th Conference of Reconceptualizing Early Childhood Education: Research, Theory, Practice, and Policy., Wisconsin, USA.

Representative Honors and Awards Received

- 2005-2006 Child on the Wing Rockefeller Foundation Resident Fellowships, Humanities and the Study of Culture Program, Johns Hopkins University, Baltimore, USA

- 2005-2006 Summer Fellowship, College of Arts and Science, University of Oklahoma, Oklahoma, USA
- 2005-2006 Presidential International Travel Fellowship Award, International Programs Center: University of Oklahoma, Oklahoma, USA
- 2005-2006 Nominated for outstanding dissertation award at the American Education Research Association- Social Context in Education (Division G), San Francisco, USA

Major Professional Affiliations

American Educational Research Association